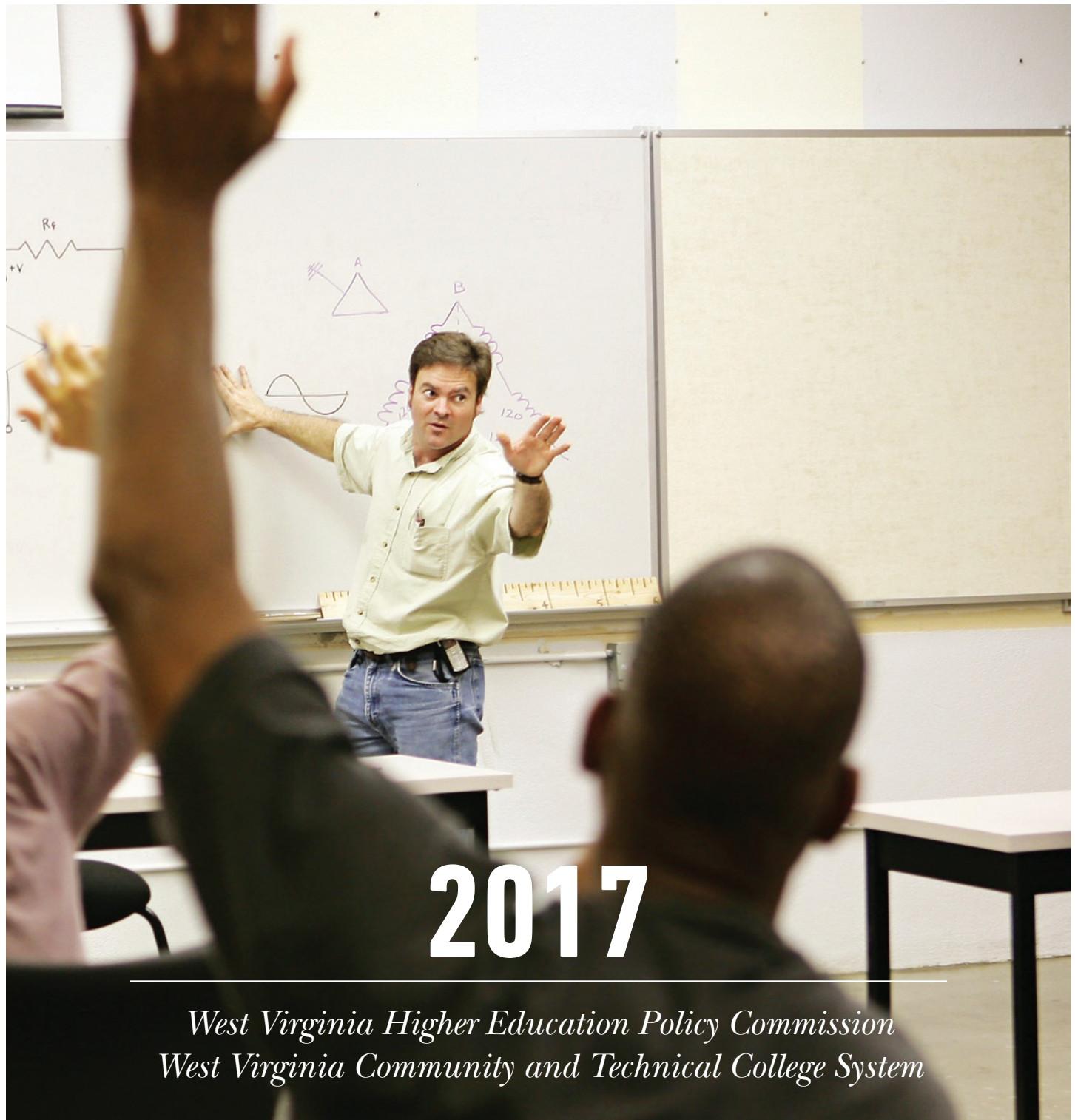


WEST VIRGINIA HIGHER EDUCATION REPORT CARD



2017

*West Virginia Higher Education Policy Commission
West Virginia Community and Technical College System*



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INTRODUCTION

The West Virginia Higher Education Report Card 2017 is the tenth in a revised series of accountability reports. Both the West Virginia Higher Education Policy Commission (Commission) and the West Virginia Council for Community and Technical Colleges (Council) are required by state code to report on the system-wide progress toward achieving state postsecondary education objectives. The report continues to build on prior reports by providing updated information on progress toward both Commission and Council goals, as well as regional and national comparisons, when available. The report is divided into the following major sections:

- ▶ **Statewide Statistics:** An overarching section that addresses outcomes that apply to the overall sector of post-secondary education. It provides information on the college going rates of high school graduates, financial aid award programs, and degrees and certificates conferred across the entire higher education system.
- ▶ **Higher Education Policy Commission:** A section that highlights the progress toward goals set forth in the Commission master plan entitled, *Leading the Way: Access. Success. Impact.* It provides information on college preparation, cost, progress, completion, and impact within the baccalaureate-granting institutions under its purview.
- ▶ **Commission and Council, Collaborative Initiatives:** A section that focuses on initiatives and progress made by individuals divisions within both the Commission and the Council. It provides information from each division based on innovation efforts made to improve the higher education landscape and further support institutions in achieving the goals of the entire West Virginia higher education system.
- ▶ **Community and Technical College System:** A section that reflects the progress made by institutions within the system in meeting the goals set forth in the Council master plan entitled *Fulfilling the Vision 2015-2020*. It provides information on affordability, availability, progress, credentials, skills, and training within the community and technical colleges under its purview.

The content of the Report Card has been designed to be relevant to a range of West Virginia postsecondary stakeholders and their particular interests, by providing relevant data, including degree completion, enrollment, tuition costs, and research expenditures. Although the report is mandated by the Legislature, it has evolved to be a common frame of reference that illustrates the system's successes and progress toward the challenges that lie ahead. The Chancellors invite the citizens of West Virginia, as well as our post-secondary education partners throughout the nation, to use the Report Card as a resource to improve their understanding of the public higher education system in West Virginia.

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ABOUT THE 2017 REPORT CARD

West Virginia Code §18B-1D-8 statutorily mandates the West Virginia Higher Education Report Card. This annual accountability report provides year-end higher education statistics for both of the state's higher education systems, the West Virginia Higher Education Policy Commission (Commission) and West Virginia Council for Community and Technical College Education (Council). Many of the enrollment, retention, graduation, and financial aid statistics found throughout this publication are reflective of the individual master plans approved by the Commission (*Leading the Way Access. Success. Impact. 2013-2018*) and the Council (*Fulfilling the Vision 2015-2020*).

The systems' master plans establish aspirational institutional and statewide goals for the state's public higher education systems at a time when public postsecondary education is a critical component to the economic and civil success of the state. Each Commission institution has developed strategies and comprehensive plans with activities aimed specifically at achieving institutional and system-wide goals in key areas such as enrollment, retention, developmental education, and financial aid, as set forth in the Commission's *Leading the Way* master plan.

In the Council's newly-adopted master plan, *Fulfilling the Vision*, the Council renews its commitment to providing high-quality, accessible, and responsive education and training to the citizenry of West Virginia. Information on each system's master plan is available at the following locations:

- ▶ **Higher Education Policy Commission:** <http://www.wvhepc.edu/master-plan-leading-the-way/>
- ▶ **Council for Community and Technical College Education:** <http://wvctcs.org/mission/>

When reviewing the statistics in this report, it is important to carefully read the "About This Measure" section on each page, which is intended to precisely define what is being measured by any given statistic. This is particularly important when it comes to the cohort, or group of students, of which the statistic is reflective. For example, there are fundamental differences between "full-time" and "part-time" students that can have a drastic effect on reported data.

While this edition of the West Virginia Higher Education Report Card primarily focuses on the 2016-2017 academic year, several divisions within the Commission and Council are continuously updating different reports and data sources. These additional resources touch on diverse higher education topics specific to West Virginia and can be found in the following locations:

Reports and Publications: <http://www.wvhepc.edu/resources/reports-and-publications/>

The Reports and Publications page of the Commission's website provides a majority of the Commission's annual and ad hoc reports. These include the Financial Aid Comprehensive Report, Higher Education Report Card, the state College-Going Rate Report, High School Academic Readiness Report, and institutional reauthorization data, among many others. Historical and current year reporting are available for most reports.

Data Portal: <http://www.wvhepc.edu/resources/data-portal/>

The Data Portal provides the most current data available for every institution within both the two- and four-year systems. The data are reflective of fall end-of-term reporting and are updated annually. Additional information regarding enrollment, retention, and graduation can be found using this system.

Tuition Summaries: <http://www.wvhepc.edu/resources/purchasing-and-finance/tuition-summaries/>

Updated by the Commission's Division of Finance, the tuition summaries page provides current and historical tuition and fees for all public institutions across the state.

WEST VIRGINIA

Statewide data



COLLEGE-GOING RATES OF RECENT WEST VIRGINIA HIGH SCHOOL GRADUATES, FALL 2012 - 2016

West Virginia Highlights

- ▶ The overall college-going rate increased 0.3 percentage points from 54.7 percent to 55.0 between 2015 and 2016. The in-state college-going rate increased slightly from 47.0 to 47.2 percent between 2015 and 2016.
- ▶ Both the overall and in-state college-going rates have decreased 1.4 and 1.1 percentage points, respectively, since 2012.

National Context

According to data released by the National Center for Education Statistics (NCES), 69.0 percent of 2015 high school completers enrolled in college the following fall. There was no significant increase in the national college-going rate between 2014 and 2015. The college-going rate among females (73.0 percent) was significantly higher than that of males (66.0 percent). Additionally, high school graduates from high-income families enrolled at significantly higher rates than graduates from middle- and low-income families. Approximately 83.0 percent of high school graduates from high-income families enrolled in college the following fall, compared to 63.0 percent from middle and low-income families (NCES, 2016).

A 2011 College Summit report addressed the importance of providing data on post-secondary performance to policy makers and educational leaders at the K-12 level. Providing these stakeholders with information about whether recent high school graduates go to college and are successful if they do, can help increase the preparation and college-going rate of high school students (College Summit, 2011).

About this Measure

This measure provides the proportion of students who graduated from a West Virginia high school in the past year and enrolled in postsecondary education the following fall. Estimates of enrollment in out-of-state higher education institutions are based on surveys of West Virginia high schools. Current data limitations prevent Commission staff from examining these students at the individual level; however, an agreement with the National Student Clearinghouse will give West Virginia the capability to more accurately determine this out-of-state college enrollment rate in the future.

COLLEGE-GOING RATES (2012-2016)

Year	In-State	Overall
2012	48.3%	56.4%
2013	48.3%	55.9%
2014	46.2%	54.6%
2015	47.0%	54.7%
2016	47.2%	55.0%

COLLEGE-GOING RATES BY COUNTY (2016)

County	In-State	Overall	County	In-State	Overall
Barbour	36.1%	36.7%	Mineral	54.8%	66.3%
Berkeley*	45.1%	58.3%	Mingo	45.9%	50.6%
Boone	43.5%	43.8%	Monongalia	51.7%	66.0%
Braxton	55.6%	60.6%	Monroe	32.0%	33.6%
Brooke	48.0%	61.6%	Morgan	37.3%	53.4%
Cabell	49.4%	60.6%	Nicholas	48.1%	52.3%
Calhoun	32.4%	32.4%	Ohio	50.8%	71.5%
Clay	49.2%	53.2%	Pendleton	45.7%	51.4%
Doddridge	35.7%	40.5%	Pleasants	30.9%	34.5%
Fayette	43.1%	44.3%	Pocahontas	55.7%	62.3%
Gilmer	48.5%	57.4%	Preston	42.2%	44.6%
Grant	45.5%	51.5%	Putnam	56.2%	64.3%
Greenbrier	46.9%	54.5%	Raleigh*	47.2%	52.1%
Hampshire	35.0%	37.4%	Randolph*	43.1%	48.3%
Hancock	41.3%	60.2%	Ritchie	52.8%	58.3%
Hardy	40.7%	43.4%	Roane	45.8%	54.2%
Harrison	55.4%	59.2%	Summers	30.7%	46.6%
Jackson	48.0%	56.5%	Taylor	44.3%	45.7%
Jefferson	50.9%	62.8%	Tucker	52.3%	55.8%
Kanawha	47.6%	54.1%	Tyler	57.6%	62.6%
Lewis	43.3%	47.2%	Upshur	41.8%	47.0%
Lincoln	39.7%	43.6%	Wayne	49.3%	59.1%
Logan	51.5%	59.2%	Webster	47.9%	50.0%
Marion	49.4%	52.8%	Wetzel	57.6%	59.0%
Marshall	49.4%	52.2%	Wirt	41.7%	50.0%
Mason	42.4%	49.8%	Wood	49.6%	60.6%
McDowell*	34.5%	40.3%	Wyoming	42.3%	43.7%
Mercer	42.9%	51.2%			

* Estimated enrollment in out-of-state institutions of higher education was not available for some or all high schools within the county.

NUMBER OF AWARDS: HEAPS, PROMISE, AND WVHEG PROGRAMS, ACADEMIC YEARS 2012 – 2016

West Virginia Highlights

- ▶ The total number of Higher Education Adult Part-Time Student (HEAPS) Grant Program, Providing Real Opportunities for Maximizing In-state Student Excellence (PROMISE) Scholarship Program, and West Virginia Higher Education Grant (WVHEG) Program awards during the 2016-17 academic year was 32,248, which is 0.8 percent higher than the total of 32,004 in 2015-16.
- ▶ Participation grew in both the PROMISE and WVHEG programs from 2015 to 2016 while HEAPS awards declined 4.8 percent during the same period. The PROMISE Scholarship Program and WVHEG Program increased 1.2 percent and 1.9 percent, respectively, during this time period.
- ▶ When compared to the 2012 academic year, participation in the PROMISE Scholarship increased by 3.7 percent while HEAPS and WVHEG declined by 4.3 and 8.9 percent, respectively.

National Context

Fifty states and territories reported having need-based grant programs in 2014-15. Exclusively need-based aid constituted 46.1 percent of all aid granted to undergraduate students. Nationally, state grant aid programs made 0.29 awards per full-time equivalent student in 2014-15. West Virginia, however, made 0.48 awards per full-time equivalent student, which ranks 8th nationally. While the national average remained relatively constant, the West Virginia awards per full-time equivalent student increased slightly from the previous year value of 0.47 (NASSGAP, 2017).

About this Measure

These figures represent the number of awards made through one of three state financial aid programs: HEAPS, PROMISE, and WVHEG. These data are presented by year and by programmatic totals. Student headcount is unduplicated unless the student was awarded in two different semesters at two different types of schools or the student received two different kinds of awards.

NUMBER OF AWARDS: HEAPS, PROMISE, AND WVHEG PROGRAMS

Award Type	2012	2013	2014	2015	2016	2015 - 2016 % Change	2012 - 2016 % Change
HEAPS	4,422	4,980	4,039	4,445	4,230	- 4.8%	- 4.3%
PROMISE	10,036	10,224	10,094	10,280	10,404	1.2%	3.7%
WVHEG	19,330	19,260	18,348	17,279	17,614	1.9%	- 8.9%
TOTAL	33,788	34,464	32,481	32,004	32,248	0.8%	- 4.6%

* Data are preliminary and subject to change

AMOUNT AWARDED: HEAPS, PROMISE, AND WVHEG PROGRAMS, ACADEMIC YEARS 2012 - 2016

West Virginia Highlights

- ▶ The total amount awarded to recipients of the HEAPS, PROMISE, and WVHEG Programs during the 2016 academic year was nearly \$92 million dollars, a 3.0 percent increase from the \$89 million awarded in for 2015.
- ▶ The HEAPS declined 5.0 percent in total dollar amount awarded, while the PROMISE and WVHEG programs increased 1.6 percent and 5.7 percent, respectively, between 2015 and 2016.
- ▶ Between 2012 and 2016, awards increased for the HEAPS and PROMISE Programs by 0.1 and 0.3 percent, respectively. Awards for the WVHEG program decreased 1.4 percent during the same period.

National Context

Nationally, about \$12.5 billion in total state-funded student financial aid was awarded during the 2015-16 academic year. This figure represents less than a one percent increase in nominal (non-inflation adjusted) dollars over the previous academic year. The majority of state aid was scholarship and grants, representing \$10.7 billion, or 85.0 percent of the total. Of this \$10.7 billion in grant aid, 76.0 percent was need-based, while 24.0 percent was non-need-based. Between 2004-05 and 2014-15, need based grant aid grew by 36.6 percent from \$5.8 billion to \$7.9 billion in constant 2015 dollars, while non-need-based grants grew 15.6 percent from \$2.1 billion to \$2.5 billion. West Virginia ranked 10th among the 52 states and territories for the average grant dollars spent per full-time undergraduate enrolled student, with an average award size of \$1,076 per FTE. The state ranks fourth among the 52 states and territories in grant dollars awarded per capita (NASSGAP, 2017).

About this Measure

These figures represent the amount of state financial aid awarded through the HEAPS, PROMISE, and WVHEG Programs. These data are presented by year and by programmatic totals.

AMOUNT AWARDED: HEAPS, PROMISE, AND WVHEG PROGRAMS

Award Type	2012	2013	2014	2015	2016	2015 - 2016 % Change	2012 - 2016 % Change
HEAPS	\$4,470,987	\$5,253,000	\$4,470,529	\$4,712,629	\$4,475,792	- 5.0%	0.1%
PROMISE	\$47,161,143	\$46,396,733	\$45,687,942	\$46,548,411	\$47,284,777	1.6%	0.3%
WVHEG	\$40,790,967	\$40,779,992	\$40,517,028	\$38,054,578	\$40,222,461	5.7%	- 1.4%
TOTAL	\$92,423,097	\$92,429,725	\$90,675,499	\$89,315,618	\$91,983,030	3.0%	- 0.5%

* Data are preliminary and subject to change

Additional information on West Virginia's financial aid programs is available in the Higher Education Policy Commission's 2017 Financial Aid Comprehensive Report at: http://www.wvhepc.edu/wp-content/uploads/2017/02/FAComprehensiveReport2017_FINAL.pdf

DEGREES/CERTIFICATES AWARDED AT PUBLIC INSTITUTIONS, ACADEMIC YEARS 2007 – 2016

West Virginia Highlights

- ▶ The total number of degrees and credentials awarded at West Virginia public institutions during the 2016 academic year was 18,573, which is 0.3 percent greater than 18,521 awarded in 2015.
- ▶ Over the ten-year period from 2007 to 2016, the total number of degrees and credentials has increased by 23.5 percent from the 2007 level of 15,040.
- ▶ The largest increase in number of awards was in undergraduate certificates with an increase of 223 degrees awarded, from 1,696 in 2015 to 1,919 in 2016, over a one-year period.
- ▶ Associate's degrees and undergraduate certificates were 28.8 percent of the total in 2016, with bachelor's degrees making up 50.8 percent and advanced degrees and certificates making up 20.4 percent of total awards.

National Context

Across the Southern Regional Education Board (SREB) states, the number of awards conferred at four-year public colleges and universities was 617,364 for the 2013-14 academic year. The total number of awards conferred at two-year public institutions was 430,626. The proportion of awards that were associate's degrees and certificates was 44.4 percent, bachelor's degrees made up 39.2 percent, and advanced degrees were 14.7 percent (SREB, 2016).

About this Measure

This indicator provides the total number of awards conferred by West Virginia public institutions: undergraduate certificate, associate's, bachelor's, master's, post-master's certificate, doctor's degree-professional practice*, and doctor's degree-research/scholarship. Most undergraduate certificates and associate's degrees, however, are awarded within the Community and Technical College System. Each award conferred represents mastery of a set of skills or body of knowledge that is valuable in the West Virginia labor market. Degrees and certificates conferred represent the system's human capital contribution to moving the West Virginia economy forward. Furthermore, the proportion of the populace with higher education credentials is an important criterion in recruiting private industry to locate in the state.

DEGREES/CERTIFICATES AWARDED AT PUBLIC INSTITUTIONS

Award Type	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2015 - 2016 % Change	2007 - 2016 % Change
Undergraduate Certificate	548	504	546	593	764	1,084	1,476	1,694	1,696	1,919	13.1%	250.2%
Associate's	2,698	2,702	2,756	2,949	3,042	3,225	3,660	3,552	3,442	3,428	-0.4%	27.1%
Bachelor's	8,529	8,439	8,469	8,583	9,118	9,092	9,391	9,530	9,697	9,430	-2.8%	10.6%
Master's	2,549	2,535	2,555	2,694	2,696	2,610	2,586	2,653	2,624	2,765	5.4%	8.5%
Post-Master's Certificate	4	22	26	21	16	21	20	42	22	20	-9.1%	400.0%
Doctor's- Research / Scholarship	221	201	157	178	178	174	165	201	229	203	-11.4%	-8.1%
First Professional	491	514	-	-	-	-	-	-	-	-	-	-
Doctor's - Professional Practice*	-	-	676	715	698	732	714	738	811	808	-0.4%	-
TOTAL	15,040	14,917	15,185	15,733	16,512	16,938	18,012	18,410	18,521	18,573	0.3%	23.5%

* In 2009 the Integrated Postsecondary Education Data System (IPEDS) replaced the category "First-Professional" with "Doctor's Degree- Professional Practice"

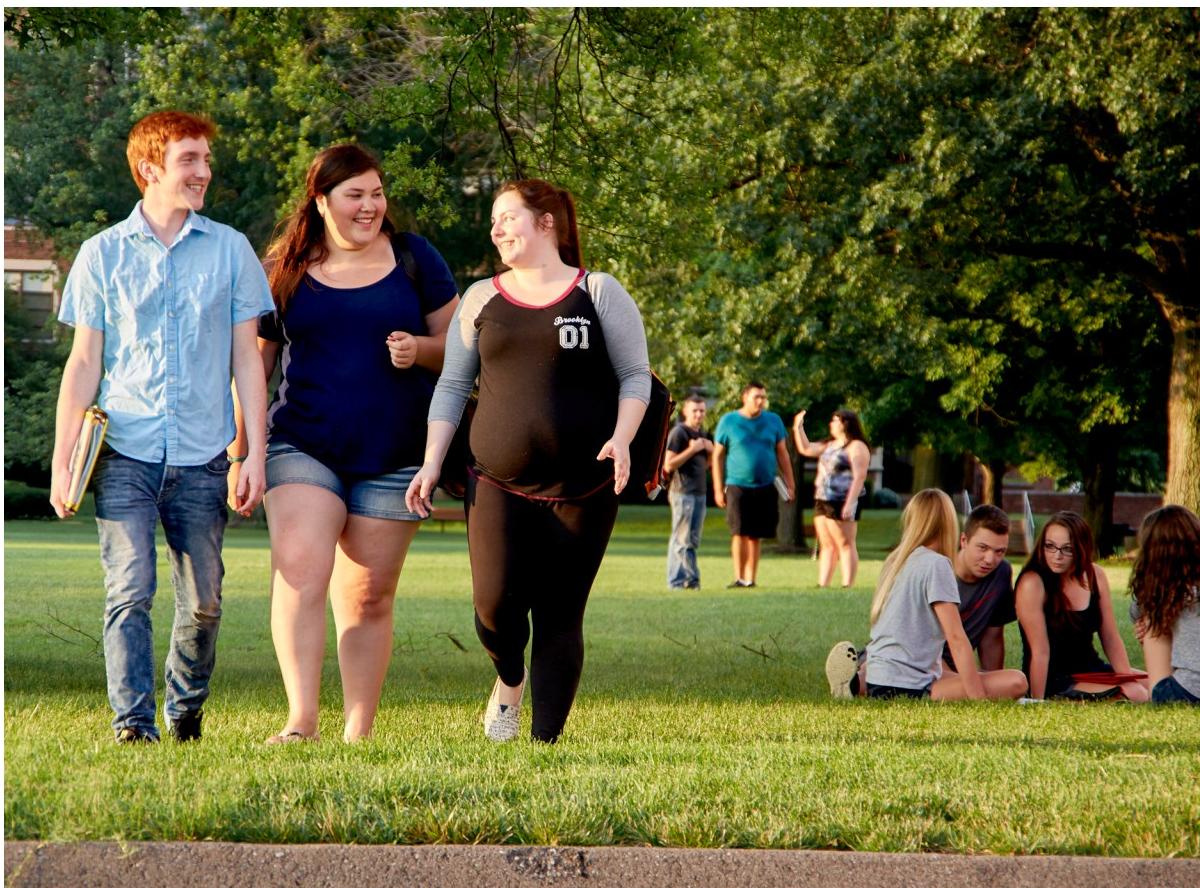
HIGHER EDUCATION POLICY COMMISSION

West Virginia's four-year institutions



ACCESS

West Virginians of all ages have the right to high quality education that empowers them to act as productive members of the citizenry and workforce. Receiving a quality education includes the option to pursue undergraduate and graduate postsecondary educational opportunities that correspond with individual career and life aspirations. By continuing to promote postsecondary education, West Virginia intends to foster a state culture that values higher education as a means to individual, community, and economic development. In West Virginia, access to postsecondary education depends on three central factors: adequate preparation, accessible information, and feasible cost.



UNDERGRADUATE ENROLLMENT, FALL 2012– 2016

West Virginia Highlights

- ▶ Students enrolled in for-credit classes decreased 0.8 percent, from 52,889 in 2015 to 52,462 in 2016.
- ▶ For-credit enrollment declined by 3,300 students since 2012, representing a 5.9 percent decrease.
- ▶ West Virginia State University was the only institution to see anhad the largest increases in undergraduate enrollment within one year from 2015-2016 (6.7 percent) and within five years from 2012-2016 (29.7 percent).

National Context

Nationally, the total enrollment of undergraduate students at four-year public institutions in the fall of 2015 in the United States was over 6.9 million. The number of full-time undergraduate students at four year institutions remained stable, around 8.1 million, from 2014 to 2015 (NCES, 2017). In 2015, 76.7 percent of full-time fall undergraduate postsecondary enrollment was made up of students at four-year public institutions nationally.

About this Measure

Undergraduate headcount enrollment represents the number of students who have paid fees and enrolled in classes according to fall, end-of-term data. This indicator includes students who might be simultaneously enrolled at more than one institution as well as high school students who are dually enrolled.

UNDERGRADUATE ENROLLMENT

Institution	2012	2013	2014	2015	2016	2015 - 2016 % Change	2012 - 2016 % Change
Bluefield State College	1,951	1,762	1,560	1,482	1,349	- 9.0%	- 30.9%
Concord University	2,622	2,510	2,236	2,135	2,066	- 3.2%	- 21.2%
Fairmont State University	4,114	3,956	3,761	3,791	3,743	- 1.3%	- 9.0%
Glenville State College	1,891	1,740	1,765	1,754	1,607	- 8.4%	- 15.0%
Marshall University	9,885	9,756	9,536	9,518	9,615	1.0%	- 2.7%
Potomac State College of WVU	1,779	1,660	1,539	1,472	1,451	- 1.4%	- 18.4%
Shepherd University	4,289	4,081	3,837	3,644	3,443	- 5.5%	- 19.7%
West Liberty University	2,712	2,647	2,446	2,168	2,112	- 2.6%	- 22.1%
West Virginia State University	2,600	2,609	2,811	3,162	3,373	6.7%	29.7%
West Virginia University	22,822	22,764	22,558	22,503	22,349	- 0.7%	- 2.1%
WVU Institute of Technology	1,097	1,211	1,274	1,260	1,354	7.5%	23.4%
TOTAL	55,762	54,696	53,323	52,889	52,462	- 0.8%	- 5.9%

UNDERGRADUATE FTE ENROLLMENT, FALL 2012– 2016

West Virginia Highlights

- ▶ Undergraduate Full Time Equivalent (FTE) enrollment has decreased from 48,552 in 2015 to 47,908 in 2016.
- ▶ FTE enrollment has decreased 7.7 percent (3,993) since 2012.
- ▶ Since the 2012 academic year, only WVU Institute of Technology and West Virginia State University has experienced an increase of undergraduate FTE enrollment, 16.2 percent and 8.0 percent, respectively.

National Context

FTE enrollment is often used at the national level to determine a host of outcomes including expenses by academic or administrative function per FTE and revenues per FTE. Student credit hours are consolidated into the equivalent number of students taking a full load to allow institutions and systems to plan strategically for future growth.

About this Measure

Undergraduate FTE is the sum of all hours generated by all students enrolled in classes, divided by 15. Fifteen hours is considered to be a full-time load for undergraduate students. FTE enrollment was calculated from fall, end-of-term data.

UNDERGRADUATE FULL-TIME EQUIVALENT (FTE) ENROLLMENT

Institution	2012	2013	2014	2015	2016	2015 - 2016 % Change	2012 - 2016 % Change
Bluefield State College	1,726	1,568	1,352	1,302	1,194	- 8.3%	- 30.8%
Concord University	2,531	2,414	2,159	2,067	1,971	- 4.6%	- 22.1%
Fairmont State University	3,754	3,595	3,392	3,423	3,452	0.8%	- 8.0%
Glenville State College	1,435	1,301	1,262	1,246	1,245	- 0.1%	- 13.2%
Marshall University	9,052	8,828	8,659	8,698	8,735	0.4%	- 3.5%
Potomac State College of WVU	1,518	1,396	1,317	1,258	1,170	- 7.0%	- 22.9%
Shepherd University	3,726	3,549	3,342	3,166	2,946	- 6.9%	- 20.9%
West Liberty University	2,619	2,518	2,381	2,103	2,053	- 2.4%	- 21.6%
West Virginia State University	2,099	2,117	2,192	2,264	2,267	0.1%	8.0%
West Virginia University	22,488	22,401	22,068	21,927	21,768	- 0.7%	- 3.2%
WVU Institute of Technology	953	1,058	1,102	1,098	1,107	0.8%	16.2%
Total	51,901	50,745	49,226	48,552	47,908	- 1.3%	- 7.7%

GRADUATE ENROLLMENT, FALL 2012 – 2016

West Virginia Highlights:

- ▶ Graduate students enrolled in for-credit classes increased slightly by 0.3 percent, from 12,397 in 2015 to 12,432 in 2016.
- ▶ For-credit graduate enrollment declined by 236 students since 2012, representing a 1.9 percent decrease.
- ▶ Since the 2012 academic year, five four-year institutions (Concord University, Marshall University, Shepherd University, West Liberty University, and West Virginia State University) have realized gains in graduate enrollment, while three have decreased.

National Context

In 2015, approximately 2.9 million graduate students were enrolled at public institutions in the United States. Graduate enrollment at public institutions grew nationally by 14.2 percent over the last 10 years. Public colleges accounted for 51.6 percent of all graduate enrollment in 2015 (NCES, 2017).

About this Measure

Graduate and professional headcount enrollment represents the number of students who have paid fees and enrolled in classes according to fall, end-of-term data. The list of graduate programs includes professional, masters, post-master, and doctoral programs. These programs are spread throughout West Virginias' postsecondary institutions, with the majority located at West Virginia University and Marshall University. The professional programs include, but are not limited to, dentistry, law, medicine, osteopathic medicine, and pharmacy. Institutions that do not offer graduate programs are excluded.

GRADUATE ENROLLMENT

Institution	2012	2013	2014	2015	2016	2015 - 2016 % Change	2012 - 2016 % Change
Concord University	217	285	295	363	363	0.0%	67.3%
Fairmont State University	338	274	250	234	298	27.4%	- 11.8%
Marshall University	3,823	3,651	3,845	4,103	4,032	- 1.7%	5.5%
Shepherd University	157	175	255	260	442	70.0%	181.5%
West Virginia School of Osteopathic Medicine	827	825	807	819	823	0.5%	- 0.5%
West Liberty University	82	133	161	179	210	17.3%	156.1%
West Virginia State University	83	55	48	59	108	83.1%	30.1%
West Virginia University	7,141	6,909	6,772	6,380	6,156	- 3.5%	- 13.8%
Total	12,668	12,307	12,433	12,397	12,432	0.3%	- 1.9%

GRADUATE FULL-TIME EQUIVALENT (FTE) ENROLLMENT, FALL 2012– 2016

West Virginia Highlights

- ▶ Graduate FTE enrollment increased 1.1 percent, from 9,585 in 2015 to 9,693 in 2016.
- ▶ Total graduate FTE enrollment has increased 4.2 percent (395 FTEs) since 2012.
- ▶ Since the 2012 academic year, five four-year institutions have realized gains in graduate FTE enrollment (Concord University, Marshall University, Shepherd University, West Liberty University, and West Virginia State University).

National Context

FTE enrollment is often used at the national level to determine a host of outcomes including expenses by academic or administrative function per FTE and revenues per FTE. Student credit hours are consolidated into the equivalent number taking a full load to allow institutions and systems to plan strategically for future growth.

About this Measure

Graduate FTE is the sum of all hours generated by all students enrolled in graduate classes, divided by 12. Twelve hours is considered to be a full-time load for graduate students. FTE enrollment was calculated from fall, end-of-term data. Institutions not offering graduate programs are excluded.

GRADUATE FULL-TIME EQUIVALENT (FTE) ENROLLMENT

Institution	2012	2013	2014	2015	2016	2015 - 2016 % Change	2012 - 2016 % Change
Concord University	96	146	152	193	189	-2.1%	96.9%
Fairmont State University	196	156	151	132	165	25.0%	-15.8%
Marshall University	2,313	2,340	2,577	2,787	2,875	3.2%	24.3%
Shepherd University	88	107	138	124	185	49.2%	110.2%
West Virginia School of Osteopathic Medicine	827	825	807	819	823	0.5%	-0.5%
West Liberty University	59	151	123	128	142	10.9%	140.7%
West Virginia State University	43	35	31	37	58	56.8%	34.9%
West Virginia University	5,676	5,607	5,503	5,365	5,256	-2.0%	-7.4%
Total	9,298	9,367	9,482	9,585	9,693	1.1%	4.2%

ANNUALIZED FULL-TIME ENROLLMENT (FTE), ACADEMIC YEARS 2012 – 2016

West Virginia Highlights

- ▶ Annualized FTE decreased 1.0 percent from 60,269 in 2015 to 59,686 in 2016.
- ▶ Over the five-year period, annualized FTE decreased 6.3 percent from 63,724 in 2012.
- ▶ The three institutions that saw increases in annualized FTE from 2012 to 2016 were WVU Institute of Technology (18.0 percent), West Virginia State University (6.2 percent), and Marshall University (1.7 percent).

National Context

FTE enrollment is often used at the national level to determine a host of outcomes including expenses by academic or administrative function per FTE, and revenues per FTE. Student credit hours are consolidated into the equivalent number of students taking a full load to allow institutions and systems to plan strategically for future growth or declines.

In 2014, the latest available data, national FTE enrollment at public four-year institutions was approximately 1.2 million. This represents a 1.5 percent increase since 2013, and a 6.8 percent increase since 2009 (NCES, 2016).

About this Measure

This indicator provides the sum of summer, fall, and spring end-of-term FTE divided by 2. FTE for each term is derived by dividing the total amount of instructional activity by 15 for undergraduates and 12 for graduates.

ANNUALIZED FTE ENROLLMENT

Institution	2012	2013	2014	2015	2016	2015 - 2016 % Change	2012 - 2016 % Change
Bluefield State College	1,741	1,555	1,355	1,296	1,203	- 7.2%	- 30.9%
Concord University	2,763	2,631	2,379	2,333	2,217	- 5.0%	- 19.8%
Fairmont State University	4,053	3,822	3,571	3,606	3,639	0.9%	- 10.2%
Glenville State College	1,431	1,268	1,248	1,223	1,217	- 0.5%	- 15.0%
Marshall University	11,923	11,816	11,866	12,083	12,125	0.3%	1.7%
Potomac State College of WVU	1,476	1,365	1,286	1,211	1,130	- 6.7%	- 23.4%
Shepherd University	3,810	3,685	3,486	3,325	3,163	- 4.9%	- 17.0%
West Virginia School of Osteopathic Medicine	826	814	807	813	819	0.7%	- 0.8%
West Liberty University	2,679	2,702	2,524	2,258	2,226	- 1.4%	- 16.9%
West Virginia State University	2,120	2,139	2,238	2,243	2,252	0.4%	6.2%
West Virginia University	29,956	29,666	29,182	28,795	28,579	- 0.8%	- 4.6%
WVU Institute of Technology	946	1,067	1,101	1,083	1,116	3.0%	18.0%
Total	63,724	62,530	61,043	60,269	59,686	- 1.0%	- 6.3%

FIRST-TIME FRESHMEN HEADCOUNT ENROLLMENT, FALL 2012– 2016

West Virginia Highlights

- ▶ First-time freshmen enrolled in for-credit classes increased 3.6 percent, from 10,862 in 2015 to 11,252 in 2016.
- ▶ First-time freshmen enrollment has decreased 2.7 percent since 2012, representing a decline of 315 in actual students.
- ▶ Since the 2012 academic year, only WVU Institute of Technology (55.1 percent), West Virginia State University (39.4 percent), and Fairmont State University (10.0 percent) saw gains in first-time freshmen enrollment.

National Context

Nationally, between 2005 and 2015, first-time freshmen enrollment increased 8.4 percent. The four-year public sector realized an increase of 24.8 percent during this same time period. Nationally, full-time students comprised 82.4 percent of first-time freshmen enrollment in 2005 compared to 82.1 percent in 2015 (NCES, 2017).

About this Measure

This first-time freshmen enrollment from fall, end-of-term data consists of entering freshmen who have never attended college. It also includes those students enrolled in the fall term who attended for the first time in the prior summer term. This measure also incorporates students who enter with advanced standing (college credits earned before graduation from high school).

FIRST-TIME FRESHMEN HEADCOUNT ENROLLMENT

Institution	2012	2013	2014	2015	2016	2015 - 2016 % Change	2012 - 2016 % Change
Bluefield State College	310	303	239	273	221	- 19.0%	- 28.7%
Concord University	569	514	422	454	468	3.1%	- 17.8%
Fairmont State University	740	749	689	822	814	- 1.0%	10.0%
Glenville State College	399	304	325	336	387	15.2%	- 3.0%
Marshall University	1,908	1,871	1,861	1,922	1,897	- 1.3%	- 0.6%
Potomac State College of WVU	729	631	638	588	620	5.4%	- 15.0%
Shepherd University	756	684	643	638	565	- 11.4%	- 25.3%
West Liberty University	526	501	468	408	437	7.4%	- 16.9%
West Virginia State University	297	416	417	374	414	10.7%	39.4%
West Virginia University	5,135	4,912	4,866	4,778	5,122	7.2%	- 0.3%
WVU Institute of Technology	198	303	268	269	307	14.1%	55.1%
Total	11,567	11,188	10,836	10,862	11,252	3.6%	- 2.7%

FOR-CREDIT HEADCOUNT ENROLLMENT FOR AT-RISK STUDENTS, ACADEMIC YEARS 2012– 2016

West Virginia Highlights

- ▶ The number of underrepresented minorities enrolled for credit has increased 6.9 percent from 7,196 in 2015 to 7,691 in 2016. During the same time period, the number of low-income and undergraduate adult students enrolled for credit has declined by 1.7 and 11.1 percent, respectively.
- ▶ The at-risk student population that saw the largest five-year increase was underrepresented minorities which increased from 6,588 in 2012 to 7,691 in 2016, a 16.7 percent increase. The number of low-income students decreased 13.0 percent and the number of undergraduate adults declined by 32.2 percent.

National Context

The at-risk student populations identified in *Leading the Way: Access. Success. Impact.* were chosen in an effort to increase awareness of student success across these groups. Nationally, underserved populations such as low-income and minority students are less likely than their peers to attend and complete college. In addition, transfer, part-time, and adult student populations have become more important to institutions meeting their enrollment and completion goals. If West Virginia is to meet current workforce projections, increasing success among these students will be crucial.

Nationally, there were approximately 8.1 million undergraduate adults enrolled in postsecondary institutions, making up about 41.0 percent of all students enrolled. There were about 8.1 million undergraduate, underrepresented minorities enrolled at postsecondary institutions nationally in 2015, representing about 40.0 percent of all enrolled undergraduates (NCES, 2017).

About this Measure

This indicator provides the fall end-of-term credit headcount enrollment for low-income (receiving a Pell grant), adult (age 25 or older), and underrepresented racial minority (classified as being of Hispanic, American Indian or Alaskan Native, Black or African American, Native Hawaiian or Other Pacific Islander, or multi-racial background) students.

FALL FOR-CREDIT HEADCOUNT ENROLLMENT

	2012	2013	2014	2015	2016	2015 - 2016 % Change	2012 - 2016 % Change
Low-Income Students	20,364	19,648	19,029	18,026	17,724	- 1.7%	- 13.0%
Undergraduate Adults	9,780	8,937	8,266	7,457	6,628	- 11.1%	- 32.2%
Underrepresented Minority	6,588	6,910	7,044	7,196	7,691	6.9%	16.7%

UNDERGRADUATE TRANSFERS TO PUBLIC FOUR-YEAR INSTITUTIONS, ACADEMIC YEARS 2012– 2016

West Virginia Highlights

- ▶ Students transferring between four-year public postsecondary institutions within West Virginia decreased by 3.2 percent from 2015 to 2016. From 2012 to 2016, students transferring laterally had declined by 15.1 percent.
- ▶ Students transferring from two-year to four-year public postsecondary institutions within West Virginia decreased 0.6 percent from 2015 to 2016. The number of two-year transfer students has decreased 28.5 percent when compared to 2012 data.

National Context

Multi-institutional attendance has become an increasingly common phenomenon. According to a 2014 report by the NCES, 35 percent of first-time freshmen transferred or co-enrolled over a six-year period (2003 to 2008). Approximately 21 percent only transferred once, while 11 percent transferred multiple times. The remaining 65 percent did not transfer over the time period. Nearly 56 percent of students who transferred originated from a public two-year institution.

About this Measure

These data indicate the number of students in West Virginia between the years of 2012 and 2016 who either transferred from a public two-year to a public four-year institution (forward transfer) or who transferred from a public four-year institution to another public four-year institution (lateral transfer). The transfer data reported above include some students who enrolled in more than one institution. This measure does not include the transfer of individual courses transferred from one institution to another.

UNDERGRADUATE TRANSFERS TO PUBLIC FOUR-YEAR INSTITUTIONS

Institution Type	2012	2013	2014	2015	2016	2015 - 2016 % Change	2012 - 2016 % Change
Public Four-Year	1,032	1,045	1,019	905	876	- 3.2%	- 15.1%
Public Two-Year	1,441	1,233	1,178	1,037	1,031	- 0.6%	- 28.5%

DUAL ENROLLMENT OF HIGH SCHOOL STUDENTS IN PUBLIC FOUR-YEAR INSTITUTIONS, FALL 2012 – 2016

West Virginia Highlights

- ▶ Dual enrollment in the public four-year sector increased by 18.4 percent from 2015 to 2016 and by 92.8 percent since 2012.
- ▶ Over a five-year span from 2012 to 2016, the number of dual enrollment students began to increase in 2012 and reached a five-year high of 4,081 enrolled students in 2016.

National Context

A 2013 report from the United States Department of Education found that during the 2010-11 school year, 53 percent of all institutions reported high school students took courses for college credit within or outside of dual enrollment programs. In the same report they found that about 1.3 million high school students took courses for college credit within a dual enrollment program. Ninety-five percent of institutions with dual enrollment programs awarded college credit for courses immediately after course completion, while 4 percent awarded college credit for courses upon student's enrollment at the institution after high school graduation.

About this Measure

These figures represent the number of secondary students who have enrolled in dual enrollment courses associated with four-year public postsecondary institutions in West Virginia. Dual enrollment courses allow high school students to enroll in college courses and earn college credit. These courses were once largely limited to high-achieving students, but are now open to a wider range of students as states have begun to view dual enrollment as a means to support postsecondary preparation. Counts include some students who enrolled at multiple institutions and are from fall, end-of-term data.

DUAL ENROLLMENT OF HIGH SCHOOL STUDENTS IN PUBLIC FOUR-YEAR INSTITUTIONS

	2012	2013	2014	2015	2016	2015 - 2016 % Change	2012 - 2016 % Change
Dual Enrollment	2,117	2,358	2,455	3,445	4,081	18.4%	92.8%

AVERAGE UNDERGRADUATE TUITION AND FEES FOR IN-STATE AND OUT-OF-STATE STUDENTS, ACADEMIC YEARS 2007– 2016

West Virginia Highlights

- ▶ Average undergraduate tuition for in-state students increased 4.9 percent, from \$6,568 in 2015 to \$6,886 in 2016. Average out-of-state tuition increased 4.1 percent over the same period.
- ▶ The five-year trend in tuition and fees shows an increase of 24.6 percent for in-state students and 22.8 percent for out-of-state students from 2012 through 2016.
- ▶ The 10-year trend in tuition and fees is an increase of 61.3 percent for in-state students and 49.5 percent for out-of-state students, though the increase in dollars was larger for out-of-state students.
- ▶ In-state tuition has increased by \$2,617 since 2007 and out-of-state tuition has increased by \$5,215.

National Context

According to SREB data, over the 10-year period from 2005 to 2015, median in-state tuition at four-year public colleges and universities in SREB states increased 79.9 percent. When adjusted for inflation, the figure is 22.2 percent (SREB, 2017).

Published tuition and fee prices often do not reflect what students actually pay. In order to make college pricing more transparent, the federal Higher Education Act of 2008 mandated that colleges provide a Net Price Calculator on their websites by October 2011. This tool enables students to more accurately assess the cost of college after estimated financial aid is applied. Research by the College Board found that from 2006-07 to 2016-17 published tuition and fees for in-state students at public four-year institutions increased from \$6,860 to \$9,650 (in 2016 dollars), an increase of \$2,790. Approximately \$1,930 of the increase was covered by grant aid while the students' share increased by the remaining \$860 (College Board, 2016).

About this Measure

This indicator provides the average published price of tuition and mandatory fees for in-state as well as out-of-state students across the system. It does not include the costs of books or room and board and is not an enrollment weighted average. It also does not include the financial aid (both state and institutional) that reduces the cost of attendance for many students. Tuition and fees for in-state students at public four-year colleges are, on average, higher than public two-year colleges but lower than private four-year colleges and universities or public four-year universities at the out-of-state rate.

AVERAGE TUITION

	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2012-2016 % Change	2007-2016 % Change
In-State	\$4,214	\$4,487	\$4,796	\$4,832	\$5,147	\$5,528	\$5,827	\$6,211	\$6,568	\$6,886	24.6%	61.3%
Out-of-State	\$10,538	\$11,174	\$11,613	\$12,077	\$12,600	\$12,831	\$13,801	\$14,898	\$15,136	\$15,753	22.8%	49.5%

UNDERGRADUATE TUITION AND FEES FOR IN-STATE STUDENTS BY INSTITUTION, ACADEMIC YEARS 2007-2016

West Virginia Highlights

- ▶ The change in tuition and fees from 2015 to 2016 ranged from an increase of 4.4 percent at Glenville State College to 5.0 percent increases at six institutions (Concord University, Fairmont State University, Marshall University, Shepherd University, West Liberty University, and West Virginia State University).
- ▶ Over the five-year period from 2012 to 2016, the increases varied from a low of 18.7 percent at West Liberty University to a high of 31.2 percent (\$1,902) at West Virginia University.
- ▶ Ten-year increases varied from a 44.6 percent increase at WVU Institute of Technology to a 75.9 percent increase of \$3,170 at Glenville State College.

National Context

West Virginia is on the lower end of average in-state tuition fees at four year institutions, ranked 10th lowest in average in-state tuition for 2017-18 (College Board, 2017).

About this Measure

This indicator provides the published price of tuition and mandatory fees for in-state students at each institution. This does not include the costs of books or room and board. It also does not include the financial aid, both state and institutional, that reduces the cost of attendance for many students. Tuition and fees for in-state students at public four-year colleges are, on average, higher than public two-year colleges but lower than private four-year colleges and universities or public four-year universities at the out-of-state rate.

UNDERGRADUATE TUITION AND FEES FOR IN-STATE STUDENTS BY INSTITUTION

Institution	2007	2012	2013	2014	2015	2016	2015-2016 % Change	2012-2016 % Change	2007-2016 % Change
Bluefield State College	\$3,984	\$5,180	\$5,564	\$5,832	\$6,120	\$6,408	4.7%	23.7%	60.8%
Concord University	\$4,414	\$5,716	\$6,002	\$6,422	\$6,744	\$7,080	5.0%	23.9%	60.4%
Fairmont State University	\$4,614	\$5,326	\$5,824	\$6,306	\$6,620	\$6,950	5.0%	30.5%	50.6%
Glenville State College	\$4,174	\$5,860	\$6,384	\$6,696	\$7,032	\$7,344	4.4%	25.3%	75.9%
Marshall University	\$4,360	\$5,930	\$6,216	\$6,526	\$6,814	\$7,154	5.0%	20.6%	64.1%
Potomac State College of WVU*	\$3,206	\$3,946	\$4,122	\$4,320	\$4,752	\$4,968	4.5%	25.9%	55.0%
Shepherd University	\$4,564	\$5,834	\$6,256	\$6,570	\$6,830	\$7,170	5.0%	22.9%	57.1%
West Liberty University	\$4,172	\$5,930	\$6,226	\$6,412	\$6,702	\$7,038	5.0%	18.7%	68.7%
West Virginia State University	\$4,156	\$5,442	\$5,932	\$6,228	\$6,662	\$6,996	5.0%	28.6%	68.3%
West Virginia University	\$4,722	\$6,090	\$6,546	\$6,960	\$7,632	\$7,992	4.7%	31.2%	69.3%
WVU Institute of Technology	\$4,598	\$5,558	\$5,808	\$6,048	\$6,336	\$6,648	4.9%	19.6%	44.6%

* Bachelor's degree students. 2016 tuition and fee rates and 1-, 5- and 10-year percent change values for Potomac State College of WVU were revised on 7/5/2018. The previously published rate was for associate-seeking students.

COST OF ATTENDANCE FOR IN-STATE UNDERGRADUATE STUDENTS LIVING ON CAMPUS, ACADEMIC YEARS 2012 AND 2016

West Virginia Highlights

- ▶ The smallest percentage increase (8.4 percent), excluding Bluefield State College, which has no campus housing, for cost of attendance between 2012 and 2016 was found at West Liberty University where the total rose from \$13,840 in 2012 to \$14,998 in 2016.
- ▶ The largest percentage increase (35.4 percent) was found at West Virginia State University. The cost of attendance was \$12,199 in 2012 compared to \$16,523 in 2016.
- ▶ The four-year public postsecondary institution with the lowest cost of attendance in 2016 was Potomac State College of WVU. The institution with the highest cost in 2016 was West Virginia University.

National Context

It is estimated that nationally in 2017-18, tuition and fees comprise approximately 48 percent of the combined expense of tuition and fees plus room and board for in-state students attending a four-year public university. Average total charges of in-state tuition and fees, room and board at four-year public institutions nationally are \$20,770 in 2017-18 which is 1 percent higher than the prior year's total (College Board, 2017).

Over the last decade, average tuition and fees at public four-year institutions have increased at an average annual rate of between 6 and 8 percent per year beyond the general rate of inflation (College Board, 2017).

About this Measure

This indicator provides the amount necessary to pay for tuition and mandatory fees, as well as average room and board, at each institution. Room and board costs vary, however, by where one chooses to live. In general, living off-campus with parents is less expensive than on-campus housing, while living off-campus on one's own is more expensive. These figures do not include books, transportation, and other expenses, which are estimated nationally to be \$4,520. The average room and board within West Virginia are based on the average of double occupancy rooms available on each campus and the average of all 15 meal plans offered.

COST OF ATTENDANCE FOR IN-STATE UNDERGRADUATE STUDENTS LIVING ON CAMPUS

Institution	2012			2016			2012-2016 % Change in Total Cost
	Tuition and Fees	Average Room and Board	Total	Tuition and Fees	Average Room and Board	Total	
Bluefield State College*	\$5,180	-	\$5,180	\$6,408	-	\$6,408	23.7%
Concord University	\$5,716	\$7,596	\$13,312	\$7,080	\$8,579	\$15,659	17.6%
Fairmont State University	\$5,326	\$7,058	\$12,384	\$6,950	\$8,657	\$15,607	26.0%
Glenville State College	\$5,860	\$7,985	\$13,845	\$7,344	\$9,433	\$16,777	21.2%
Marshall University	\$5,930	\$8,553	\$14,483	\$7,154	\$9,931	\$17,085	18.0%
Potomac State College of WVU	\$3,946	\$7,083	\$11,029	\$4,056	\$8,389	\$12,445	12.8%
Shepherd University	\$5,834	\$8,776	\$14,610	\$7,170	\$9,781	\$16,951	16.0%
West Liberty University	\$5,930	\$7,910	\$13,840	\$7,038	\$7,960	\$14,998	8.4%
West Virginia State University	\$5,442	\$6,757	\$12,199	\$6,996	\$9,527	\$16,523	35.4%
West Virginia University	\$6,090	\$9,113	\$15,203	\$7,992	\$10,575	\$18,567	22.1%
WVU Institute of Technology	\$5,558	\$8,176	\$13,734	\$6,648	\$9,768	\$16,416	19.5%

* Bluefield State College has no on-campus housing.

SUCCESS

In order to increase the number of West Virginia students who persist in their academic programs and earn their degrees, it is important to promote progress in retention and completion. Moreover, given historical gaps in achievement for certain underrepresented groups and the Commission's commitment to improving equity in outcomes in addition to opportunity, it is necessary to target populations related to income and race/ethnicity. To correspond with efforts to re-enroll and graduate adults who have some college credits but no degree, there is a focus on the retention of returning adults. Adults face additional barriers to completion, including balancing home and work responsibilities and constraints related to geographical access to campuses. Finally, evidence that West Virginia transfer students persist and graduate at lower rates than other students demands a focus on the outcomes of this population as well. To both sustain and move West Virginia's postsecondary success agenda forward, the state's four-year public colleges and universities are strengthening efforts in this area.



PASSING RATE FOR FIRST-TIME FRESHMEN IN DEVELOPMENTAL EDUCATION, COHORTS 2011-2015

West Virginia Highlights

- ▶ The percentage of students passing English/writing developmental education courses within the first two years increased 1.4 percentage points from 78.8 percent in 2014 to 80.2 in 2015. The percentage of students passing English/writing increased 8.2 percentage points compared with the 2011 rate of 72.0 percent.
- ▶ The proportion of students passing developmental math courses within the first two years decreased by 0.5 percentage points from 69.3 percent in 2014 to 68.8 percent in 2015. When compared to passing rates in 2011, the proportion increased 2.8 percentage points.
- ▶ West Virginia State University had the largest percentage change from 2011-15 in English/Writing with 40.5 percent increase. Bluefield State College had the largest percentage increase for the same time period in Math, with a 28.3 percentage points.

National Context

According to Complete College America (CCA), 74.4 percent of students at four-year institutions successfully complete their developmental education within two years. However, only 36.8 percent of students complete the subsequent college-level course and even fewer are projected to graduate within six years (35.1 percent) (CCA, 2012)

About this Measure

This indicator provides the percentage of fall end-of-term first-time freshmen who enroll in developmental education courses at any public institution in math or English/writing in their first two years of school and successfully pass the course.

PASSING RATE FOR FIRST TIME FRESHMEN IN DEVELOPMENTAL EDUCATION

Institution	Subject	2011	2012	2013	2014	2015	2014-15 % Change	2011-15 % Change
Bluefield State College	English/Writing	68.4%	77.2%	70.2%	72.3%	82.3%	10.0%	13.9%
	Math	54.0%	70.5%	72.7%	71.6%	82.3%	10.7%	28.3%
Concord University	English/Writing	60.7%	69.7%	72.4%	55.9%	75.7%	19.8%	15.0%
	Math	69.1%	76.0%	80.5%	75.1%	73.8%	- 1.3%	4.7%
Fairmont State University	English/Writing	79.7%	73.2%	83.6%	88.5%	88.0%	- 0.5%	8.3%
	Math	68.4%	75.2%	76.1%	79.6%	84.2%	4.6%	15.8%
Glenville State College	English/Writing	68.5%	77.5%	75.2%	68.9%	84.6%	15.7%	16.1%
	Math	66.7%	61.4%	67.0%	56.5%	58.4%	1.9%	- 8.3%
Marshall University	English/Writing	77.9%	76.1%	86.7%	85.8%	86.2%	0.4%	8.3%
	Math	68.9%	65.6%	69.4%	76.8%	75.1%	- 1.7%	6.2%
Potomac State College of WVU	English/Writing	68.7%	73.0%	76.7%	76.1%	69.5%	- 6.6%	0.8%
	Math	61.1%	68.5%	64.2%	63.5%	57.0%	- 6.5%	- 4.1%
Shepherd University*	English/Writing	-	-	-	-	-	-	-
	Math	-	-	-	-	-	-	-

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PASSING RATE FOR FIRST TIME FRESHMEN IN DEVELOPMENTAL EDUCATION

Institution	Subject	2011	2012	2013	2014	2015	2014-15 % Change	2011-15 % Change
West Liberty University	English/Writing	81.1%	79.1%	85.4%	85.8%	82.4%	- 3.4%	1.3%
	Math	79.8%	81.0%	82.9%	85.8%	77.5%	- 8.3%	- 2.3%
West Virginia State University	English/Writing	33.3%	73.0%	78.4%	71.9%	73.8%	1.9%	40.5%
	Math	54.1%	56.6%	59.9%	55.3%	49.7%	- 5.6%	- 4.4%
West Virginia University*	English/Writing	-	-	-	-	-	-	-
	Math	-	-	-	-	-	-	-
WVU Institute of Technology	English/Writing	73.3%	87.5%	85.3%	88.0%	90.4%	2.4%	17.1%
	Math	55.9%	65.5%	76.0%	64.3%	66.0%	1.7%	10.1%
Total	English/Writing	72.0%	75.0%	80.1%	78.8%	80.2%	1.4%	8.2%
	Math	66.0%	69.3%	70.6%	69.3%	68.8%	- 0.5%	2.8%

* Does not offer developmental education

PERCENTAGE OF FIRST-TIME FRESHMEN ENROLLED IN DEVELOPMENTAL EDUCATION COURSES PASSING SUBSEQUENT COLLEGE-LEVEL COURSEWORK WITHIN TWO YEARS, COHORTS 2011– 2015

West Virginia Highlights

- ▶ The proportion of first-time freshmen who took developmental education in English/Writing and then passed the subsequent college-level course within two years decreased 2.9 percentage points from 71.2 percent in 2014 to 68.3 in 2015, but has increased since 2011 by 14.7 percentage points.
- ▶ The proportion of freshmen who took developmental education in math and then passed the subsequent college-level course within two years increased by 16.1 percentage points from 44.6 percent in 2014 to 60.9 percent in 2015, and has increased since 2011 by 27.5 percentage points.

National Context

According to Complete College America, only 36.8 percent of students complete remediation and the associated college-level courses within two years (CCA, 2012). Complete College America and West Virginia calculate this metric differently. Students attending a West Virginia four-year public institution have alternative campus resources, beyond developmental education, to be placed directly into for-credit college courses.

About this Measure

This indicator provides the percentage of fall end-of-term first-time freshmen who enroll in developmental education courses at any public institution in their first two years and who passed a college-level course in that same subject area within two years. The end of the two-year period occurs in spring of the second year.

PERCENTAGE OF FIRST-TIME FRESHMEN ENROLLED IN DEVELOPMENTAL EDUCATION COURSES PASSING SUBSEQUENT COLLEGE-LEVEL COURSEWORK WITHIN TWO YEARS

Institution	Subject	2011	2012	2013	2014	2015	2014-15 % Change	2011-15 % Change
Bluefield State College	English/Writing	49.5%	52.2%	48.9%	60.7%	68.8%	8.1%	19.3%
	Math	34.0%	35.5%	49.7%	67.6%	71.5%	3.9%	37.5%
Concord University	English/Writing	55.0%	68.0%	70.7%	52.9%	68.6%	15.7%	13.6%
	Math	25.3%	28.4%	31.2%	27.2%	43.4%	16.2%	18.1%
Fairmont State University	English/Writing	56.9%	58.8%	62.9%	83.6%	84.2%	0.6%	27.3%
	Math	31.2%	24.1%	34.4%	81.8%	90.5%	8.7%	59.3%
Glenville State College	English/Writing	46.8%	47.1%	59.4%	58.5%	63.6%	5.1%	16.8%
	Math	19.5%	10.9%	26.3%	46.1%	66.8%	20.7%	47.3%
Marshall University	English/Writing	66.7%	62.4%	69.7%	88.9%	90.2%	1.3%	23.5%
	Math	47.2%	42.7%	53.6%	58.4%	80.7%	22.3%	33.5%
Potomac State College of WVU	English/Writing	45.4%	48.8%	49.0%	51.1%	38.7%	-12.4%	-6.7%
	Math	26.6%	28.2%	28.4%	28.5%	27.4%	-1.3%	0.8%
Shepherd University*	English/Writing	-	-	-	-	-	-	-
	Math	-	-	-	-	-	-	-
West Liberty University	English/Writing	55.7%	63.7%	91.7%	90.7%	90.5%	-0.2%	34.8%
	Math	41.5%	39.1%	35.4%	47.2%	90.1%	42.9%	48.6%
West Virginia State University	English/Writing	0.0%	56.8%	60.8%	70.6%	65.6%	-5.0%	65.6%
	Math	24.7%	33.6%	29.9%	28.4%	39.1%	10.7%	14.4%
West Virginia University*	English/Writing	-	-	-	-	-	-	-
	Math	-	-	-	-	-	-	-
WVU Institute of Technology	English/Writing	51.1%	65.6%	56.8%	69.9%	74.0%	4.1%	22.9%
	Math	17.6%	29.3%	40.0%	27.7%	31.1%	0.7%	13.5%
Total	English/Writing	53.6%	56.3%	64.8%	71.2%	68.3%	-2.9%	14.7%
	Math	33.4%	31.6%	37.5%	44.6%	60.9%	16.1%	27.5%

* Does not offer developmental education

FALL-TO-FALL RETENTION RATES FOR FIRST-TIME, FULL-TIME FRESHMEN, COHORTS 2011– 2015

West Virginia Highlights

- ▶ From 2014 to 2015, the one-year retention rate for all institutions increased 0.7 percentage point from 75.7 percent in 2014 to 76.4 percent in 2015.
- ▶ The largest gain from 2014 to 2015 was at Bluefield State College, with an increase of 7.3 percentage points.
- ▶ The largest gain over the five-year period from 2011 to 2015 was at West Virginia University Institute of Technology, with an increase of 11.8 percentage points.
- ▶ From 2011 to 2015, two of the eleven four-year public institutions experienced decreases in their retention rates with the largest decrease occurring at Potomac State College of WVU (7.5 percentage points).

National Context

The national proportion of fall 2014 first-time freshmen at four-year public institutions who were retained at any institution the following fall was 82.3 percent, while the proportion retained at the same institution was lower at 70.2 percent (National Student Clearinghouse, 2016).

In the SREB region, the one-year persistence rate for the 2014 cohort of full-time, first-time bachelor's degree-seeking freshmen at public four-year institutions was 90 percent. West Virginia is currently tied with Mississippi in last place among the 16 SREB states in overall first-year persistence with a rate of 78 percent for 2014 (SREB, 2016).

About this Measure

This indicator provides the proportion of all first-time, full-time freshmen who are enrolled the following fall at any West Virginia public college or university. Data capabilities at this point do not allow tracking of students who transfer to private or out-of-state public institutions. Students are more likely to drop out during their first year of college than at any other time. The ability to provide support that will assist with retention during this first year will increase the likelihood of higher graduation rates.

ONE-YEAR RETENTION RATES

Institution	2011	2012	2013	2014	2015	2014-15 % Change	2011-2015 % Change
Bluefield State College	61.9%	65.9%	63.4%	62.7%	70.0%	7.3%	8.1%
Concord University	71.7%	71.4%	75.1%	72.3%	76.4%	4.1%	4.7%
Fairmont State University	72.6%	71.1%	71.4%	72.9%	76.7%	3.8%	4.1%
Glenville State College	61.3%	62.8%	64.6%	66.9%	68.5%	1.6%	7.2%
Marshall University	77.7%	75.3%	77.4%	78.0%	80.1%	2.1%	2.4%
Potomac State College of WVU	56.4%	56.8%	52.6%	52.4%	48.7%	-3.7%	-7.5%
Shepherd University	67.6%	74.3%	73.1%	71.8%	66.4%	-5.4%	-1.2%
West Liberty University	76.8%	75.1%	78.5%	76.1%	77.4%	1.3%	0.6%
West Virginia State University	60.7%	62.5%	62.9%	65.0%	63.3%	-1.7%	2.6%
West Virginia University	78.7%	80.0%	79.6%	81.6%	81.8%	0.2%	3.1%
WVU Institute of Technology	54.5%	68.9%	62.8%	66.5%	66.3%	-0.2%	11.8%
TOTAL	73.7%	74.7%	74.7%	75.7%	76.4%	0.7%	2.7%

FALL-TO-FALL RETENTION RATES FOR AT-RISK POPULATIONS, COHORTS 2011-2015

West Virginia Highlights

- From 2014 to 2015, part-time, low-income students (68.8 percent) at 0.5 percentage points had a one-year increase (0.5 percentage points) while other at risk populations experienced decreases. The largest one year decrease was for part time, first time freshmen with a 4.3 percent decline, decreasing from 45.4 percent in 2014 to 41.1 percent in 2015.
- Over the five-year period, three of the identified populations saw an increase in the percentage of students retained. The retention rates of low-income students increased 0.7 percentage points from the 2011 rate of 68.1 percent, and transfer students saw a 0.9 percentage point increase from the 2011 rate of 72.4 percent. Underrepresented minority students saw the largest increase in retention, a 1.4 percentage point increase from the 2011 rate of 61.2 percent.

National Context

The national average for fall-to-fall retention for first-year adult students returning to the same institution was 47.1 percent for the Fall 2014 cohort. The percent was higher for students who were retained to any higher education institution (50.5 percent) (National Student Clearinghouse, 2016). National figures include students who start at a private or two-year institution while the West Virginia specific figures outlined on this page are restricted to adults who attended a West Virginia public four-year institution and were retained to any West Virginia public institution.

The at-risk student populations identified in *Leading the Way: Access. Success. Impact* were chosen in an effort to increase awareness of student success across these groups. Nationally, underserved populations such as low-income and minority students are less likely than their peers to attend and complete college. In addition, transfer, part-time, and adult student populations have become more important to institutions meeting their enrollment and completion goals. If West Virginia is to meet current workforce projections, increasing success among these students will be crucial.

About this Measure

This indicator provides the fall-to-fall retention rate at West Virginia four-year public institutions measured as the proportion of students enrolled the following year at any West Virginia public institution according to fall end-of-term data (for first-time, degree-seeking students and for part-time, low-income, adult, and underrepresented race minority students). Students who graduate are considered retained.

FALL-TO-FALL RETENTION RATES (PERCENT RETURNING IN FOLLOWING FALL)

	2011	2012	2013	2014	2015	2014-15 % Change	2011-15 % Change
Low-Income Students	68.1%	66.8%	67.1%	68.3%	68.8%	0.5%	0.7%
Part-Time, First-Time Freshmen	43.9%	48.0%	39.8%	45.4%	41.1%	- 4.3%	- 2.8%
Transfer Students (from 2-year, from 4-year)	72.4%	73.4%	72.8%	74.0%	73.3%	- 0.7%	0.9%
Undergraduate Adults	57.8%	54.6%	52.7%	56.8%	56.6%	- 0.2%	- 1.2%
Underrepresented Minority	61.2%	63.2%	63.8%	63.6%	62.6%	- 1.0%	1.4%

PERCENT OF FIRST-TIME FRESHMEN EARNING 30 HOURS IN THEIR FIRST YEAR, COHORTS 2012– 2016

West Virginia Highlights

- ▶ In 2016, statewide, 53.5 percent of first-time freshmen took at least 30 hours within their first year of enrollment. This represents a 0.4 percentage point increase from 2015 (53.1 percent) and a 7.5 percentage point increase from 2012 (46.0 percent).
- ▶ West Virginia State University saw the largest one-year increase of students earning 30 credit hours, increasing 8.7 percent from 27.8 percent in 2015 to 35.6 percent in 2016, and the largest five-year increase (15.3 percent increase from 21.2 percent in 2012).
- ▶ The institution with the highest percentage of first-time freshmen earning 30 hours their first year of enrollment was West Virginia University at 63.4 percent.
- ▶ The institution with the lowest percentage of first-time freshmen earning 30 hours their first year of enrollment was Potomac State College of WVU at 26.1 percent.

National Context

Taking 30 hours over the academic year, or 15 hours a semester, has been shown to increase the academic success of students, reduce dropout rates, and reduce time to degree by as much as one year. According to a survey produced by Complete College America (CCA), the graduation rate among students who complete 30 hours or more in their first year of college is 79 percent, compared to 69 percent for those completing between 24 and 29.9 hours. The graduation rate is only 37 percent for students who complete 12 to 23.9 hours their first year (CCA, 2014).

As of December 2017 (CCA), the *15 to Finish* initiative has spread to over 25 states, including West Virginia, either through statewide or campus-based programs. The *15 to Finish* promotes on-time degree completion by educating students on the importance of completing at least 15 hours a semester. Fall 2015 marked the first year of implementation for West Virginia's *15 to Finish* statewide campaign.

About this Measure

This indicator provides the proportion of students who earn 30 or more credit hours by the end of the following summer at any West Virginia public institution, out of the number of first-time, degree-seeking freshmen according to fall end-of-term data. Developmental education hours are included.

PERCENT OF FIRST-TIME FRESHMEN EARNING 30 CREDIT HOURS

Institution	2012	2013	2014	2015	2016	2015-16 % Change	2012-16 % Change
Bluefield State College	24.8%	32.0%	31.0%	33.7%	32.6%	-1.1%	7.8%
Concord University	42.4%	35.6%	48.6%	43.4%	44.2%	0.8%	1.8%
Fairmont State University	33.5%	35.4%	35.6%	43.6%	41.4%	-2.2%	7.9%
Glenville State College	21.1%	34.2%	30.8%	42.3%	31.0%	-11.3%	9.9%
Marshall University	47.6%	50.2%	53.8%	56.9%	56.7%	-0.2%	9.1%
Potomac State College of WVU	29.1%	25.5%	23.7%	27.0%	26.1%	-0.9%	-3.0%
Shepherd University	40.2%	42.0%	44.8%	41.1%	45.0%	3.9%	4.8%
West Liberty University	56.7%	61.7%	63.7%	64.5%	61.6%	-2.9%	4.9%
West Virginia State University	21.2%	27.2%	27.8%	27.8%	36.5%	8.7%	15.3%
West Virginia University	54.7%	59.0%	58.3%	62.6%	63.4%	0.8%	8.7%
WVU Institute of Technology	41.9%	31.4%	37.7%	41.3%	40.7%	-0.6%	-1.2%
TOTAL	46.0%	48.7%	50.0%	53.1%	53.5%	0.4%	7.5%

FOUR-YEAR GRADUATION RATES FOR FIRST-TIME FRESHMEN SEEKING A BACHELOR'S DEGREE, COHORTS 2009– 2013

West Virginia Highlights

- ▶ Statewide, four-year graduation rates have increased 2.5 percentage points from 27.4 percent for the 2012 cohort to 30.2 for the 2013 cohort. There is a five-year increase (from 2009 to 2013) of 8.3 percentage points from the 21.9 percent reported for the 2009 cohort.
- ▶ The largest one-year increase was at Fairmont State University, increasing 8.5 percentage points from 18.7 percent for the 2012 cohort to 27.2 percent for the 2013 cohort. Fairmont State University also saw the largest five-year increase (13.5 percentage points), increasing from 13.7 percent for the 2009 cohort.
- ▶ Only WVU Institute of Technology saw a decline in their four-year graduation rates between the 2012 and 2013 cohorts (6.8 percentage points). There were no decreases over the five-year period, from 2009 cohorts to 2013 cohorts.

National Context

Nationally, 34.8 percent of first-time, full-time bachelor's degree seeking freshmen in the 2009 cohort graduated within four years. (NCES, 2017).

About this Measure

This indicator provides the four-year graduation rate for first-time, bachelor's degree-seeking freshmen according to fall end-of-term data for students who completed a bachelor's degree at any public institution by the spring of the fourth year since matriculation.

FOUR-YEAR GRADUATION RATES

Institution	2009	2010	2011	2012	2013	2012-13 % Change	2009-13 % Change
Bluefield State College	8.8%	9.2%	9.1%	13.7%	19.1%	5.4%	10.3%
Concord University	17.7%	17.7%	17.2%	19.2%	22.2%	3.0%	4.5%
Fairmont State University	13.7%	12.5%	16.6%	18.7%	27.2%	8.5%	13.5%
Glenville State College	16.8%	22.2%	26.6%	22.2%	25.1%	2.9%	8.3%
Marshall University	21.7%	23.6%	27.1%	25.5%	26.0%	0.5%	4.3%
Shepherd University	20.2%	23.9%	23.4%	29.6%	29.8%	0.2%	9.6%
West Liberty University	24.3%	20.9%	29.0%	30.3%	32.4%	2.1%	8.1%
West Virginia State University	4.8%	8.7%	9.6%	12.1%	13.6%	1.5%	8.8%
West Virginia University	27.5%	28.1%	30.6%	32.1%	35.9%	3.8%	8.4%
WVU Institute of Technology	10.4%	13.1%	14.8%	20.7%	13.9%	- 6.8%	3.5%
TOTAL	21.9%	23.5%	26.1%	27.7%	30.2%	2.5%	8.3%

* Potomac State College of WVU is not included in this table as the institution typically enrolls a small number of bachelor's degree-seeking students.

FOUR-YEAR GRADUATION RATES FOR STUDENTS SEEKING A BACHELOR'S DEGREE FOR AT-RISK POPULATIONS, COHORTS 2009– 2013

West Virginia Highlights

- ▶ From 2012 to 2013, three at-risk populations saw an increase in four-year graduation rates. Graduation rates for low-income students increased from 19.8 to 21.5 percent; transfer students increased from 45.3 percent to 46.9; and underrepresented minorities increased from 16.6 to 20.0 percent. Only undergraduate adults saw a decrease from 38.7 percent to 37.5 percent during the same time period.
- ▶ Over the five-year span from 2009 to 2013, all at-risk populations saw an increase in four-year graduation rates. Graduation rates for low-income students increased 6.6 percentage points; transfer students increased 4.5 percentage points; undergraduate adults increased 2.9 percentage points; and underrepresented minorities increased 8.7 percentage points.

National Context

The at-risk student populations identified in *Leading the Way: Access. Success. Impact.* were chosen in an effort to increase awareness of student success across these groups. The underrepresented minority at-risk population represents a combination of Hispanic, American Indian or Alaskan Native, Black or African American, Native Hawaiian or Other Pacific Islander, or multi-racial students. This at-risk group is specifically tailored to traditionally underrepresented race minorities pursuing higher education at a four-year public institution in West Virginia. As such, national graduation data sources report these races separately and not as a collective. Nationally at four-year public institutions, the four-year graduation rate for fall 2009 underrepresented racial minorities was 25.3 percent for Hispanic students; 19.8 percent for American Indian or Alaskan Native students; 18.1 percent for Black or African American students; 23.6 percent for Native Hawaiian or Other Pacific Islander students; and 31.9 percent for multi-racial students (NCES, 2016).

About this Measure

This indicator provides the four-year graduation rate for bachelor's degree-seeking freshmen according to fall end-of-term data who completed a bachelor's degree at any public institution by the spring of the fourth year since matriculation for low-income, transfer, adult, and underrepresented racial minority students.

FOUR-YEAR GRADUATION RATES

	2009	2010	2011	2012	2013	2012-13 % Change	2009-13 % Change
Low-Income Students	14.9%	16.8%	18.8%	19.8%	21.5%	1.7%	6.6%
Transfer Students	42.4%	43.6%	45.0%	45.3%	46.9%	1.6%	4.5%
Undergraduate Adults	34.6%	39.0%	37.2%	38.7%	37.5%	-1.2%	2.9%
Underrepresented Minority	11.3%	13.5%	15.7%	16.6%	20.0%	3.4%	8.7%

SIX-YEAR GRADUATION RATE FOR FIRST-TIME FRESHMEN SEEKING A BACHELOR'S DEGREE, COHORTS 2007– 2011

West Virginia Highlights

- ▶ Statewide, six-year graduation rates increased 1.7 percentage points at four-year public institutions from 48.2 percent for the 2010 cohort to 49.9 for the 2011 cohort.
- ▶ West Liberty University and Glenville State College saw the greatest one- and five-year increases at 6.9 percent and 15.2 percent, respectively.
- ▶ The largest one year decrease occurred at Bluefield State College, with a decline of 3.9 percentage points. The largest and only decrease over the five-year period, from the 2007 cohort to the 2011 cohort, was at Concord University (0.4 percentage points).

National Context

The national proportion of fall 2009 first-time, full-time bachelor's degree-seeking undergraduates at public institutions who graduated within six years was 58.6 percent. The figure was higher for women than for men in public institutions (61.4 percent for women, 56.2 percent for men) and private, not-for-profit institutions (68.3 percent for women, 62.2 percent for men) (NCES, 2016).

About this Measure

This indicator provides the six-year graduation rate for first-time, bachelor's degree-seeking freshmen according to fall end-of-term data who completed a bachelor's degree at any West Virginia public institution by the spring of the sixth year since matriculation.

GRADUATION RATE FOR STUDENTS SEEKING A BACHELOR'S DEGREE BY ENTERING COHORT

Institution	2007	2008	2009	2010	2011	2010-11 % Change	2007-11 % Change
Bluefield State College	17.3%	25.0%	19.6%	23.4%	19.5%	- 3.9%	2.2%
Concord University	39.2%	37.3%	41.6%	35.5%	38.8%	3.3%	- 0.4%
Fairmont State University	37.6%	34.1%	33.8%	33.1%	38.3%	5.2%	0.7%
Glenville State College	33.5%	31.2%	32.0%	47.5%	48.7%	1.2%	15.2%
Marshall University	45.4%	45.2%	45.6%	46.1%	50.3%	4.2%	4.9%
Shepherd University	39.8%	42.6%	50.2%	48.3%	44.5%	- 3.8%	4.7%
West Liberty University	41.3%	39.5%	49.4%	44.4%	51.3%	6.9%	10.0%
West Virginia State University	18.6%	19.6%	21.8%	26.7%	28.6%	1.9%	10.0%
West Virginia University	56.0%	56.2%	55.7%	56.4%	57.1%	0.7%	1.1%
WVU Institute of Technology	25.7%	27.0%	27.4%	31.9%	28.5%	- 3.4%	2.8%
TOTAL	46.3%	46.6%	46.8%	48.2%	49.9%	1.7%	3.6%

* Potomac State College of WVU is not included in this table as the institution typically enrolls a small number of bachelor's degree-seeking students.

SIX-YEAR GRADUATION RATES FOR AT-RISK STUDENTS SEEKING A BACHELOR'S DEGREE, COHORTS 2007– 2011

West Virginia Highlights

- ▶ The six-year graduation rate for all at-risk populations grew from 2010 to 2011. Underrepresented minorities (37.8 percent) saw the largest increase of 1.8 percent while undergraduate adults (42.8 percent) saw the smallest increase of 0.4 percent.
- ▶ Between the 2007 and 2011 cohorts, underrepresented minority students saw the largest five-year increase from 29.8 to 37.8 percent (8.0 percentage points). The largest five-year decline during the same time period was for undergraduate adults, declining 1.0 percent from 43.8 to 42.8 percent.

National Context

The at-risk student populations identified in *Leading the Way: Access. Success. Impact.* were chosen in an effort to increase awareness of student success across these groups. Nationally, underserved populations such as low-income and minority students are less likely than their peers to attend and complete college. In addition, transfer, part-time, and adult student populations have become more important to institutions meeting their enrollment and completion goals. If West Virginia is to meet current workforce projections, increasing success among these students will be crucial. Nationally at four-year public institutions, the six-year graduation rate for fall 2009 underrepresented racial minorities was 52.8 percent for Hispanic students; 39.1 percent for American Indian or Alaskan Native students; 40.4 percent for Black or African American students; 49.9 percent for Pacific Islander students; and 54.4 percent for multi-racial students (NCES, 2016).

About this Measure

This indicator provides the six-year graduation rate for bachelor's degree-seeking freshmen according to fall end-of-term data who completed a bachelor's degree at any public institution by the spring of the sixth year since matriculation for low-income, adult, transfer, and underrepresented racial minority students.

SIX-YEAR GRADUATION RATES

	2007	2008	2009	2010	2011	2010-11 % Change	2007-11 % Change
Low-Income Students	34.7%	34.9%	35.5%	38.7%	39.7%	1.0%	5.0%
Transfer Students	53.2%	53.2%	51.3%	52.7%	53.7%	1.0%	0.5%
Undergraduate Adults	43.8%	43.8%	41.2%	42.4%	42.8%	0.4%	-1.0%
Underrepresented Minority	29.8%	31.3%	32.2%	36.0%	37.8%	1.8%	8.0%

PASS RATES OF BACCALAUREATE DEGREE EARNERS ON LICENSURE/CERTIFICATION EXAMS, YEARS ENDING JUNE 2012– 2016

West Virginia Highlights

- ▶ Three exam categories (Medical Technology, Praxis II [Learning and Teaching], and Social Work [State]) saw increases in pass rates from 2015 to 2016. Dental Hygiene pass rates remained at 100.0 percent while Dietetics and Nursing saw a decrease over the same one-year period.
- ▶ Since 2012, licensure pass rates increased in Dental Hygiene, Dietetics, Nursing, and Social Work (State). Over the same five-year period, pass rates fell for Medical Technology and Praxis II (Learning and Teaching).

National Context

National context data for certification/licensure pass rates for programs at the certificate and associate's degree level are both difficult to obtain and compare. In many cases, different profit and nonprofit organizations offer licensure examinations for the same profession/skill set. Further complicating matters, individual states and regional consortiums have different standards for testing and passing. When pass rates are found, it is difficult to discern the level of degree to which the pass rate applies. An example of best reporting practices comes from the National Council for State Boards of Nursing, which releases regular reports on national licensure passage rates at each degree level. As of October 2017, West Virginia nursing students at the bachelor's degree level passed their licensure exams at a higher rate, 90.9 percent, when compared to the national average, 84.6 percent (WV Board Nursing, 2017).

About this Measure

This indicator provides the pass rate according to the individual test standards of students finishing bachelor's degree programs who sat for some type of licensure examination. It provides an external indicator of how well colleges and universities are helping students acquire the knowledge and skills necessary to enter a licensed profession.

PASS RATES OF BACCALAUREATE DEGREE EARNERS ON LICENSURE/CERTIFICATION EXAMS

Exam	2012	2013	2014	2015	2016	2015-16 % Change	2012-16 % Change
Cytotechnology	100.0%	83.3%	100.0%	33.3%	.*	.*	.*
Dental Hygiene	98.5%	92.7%	100.0%	100.0%	100.0%	0.0%	1.5%
Dietetics	83.3%	85.7%	83.3%	92.3%	90.9%	-1.4%	7.6%
Medical Technology	87.5%	50.0%	73.1%	66.7%	73.9%	7.2%	-13.6%
Nursing	86.4%	86.4%	92.2%	89.5%	89.4%	-0.1%	3.0%
Praxis II (Learning and Teaching)	94.2%	87.8%	86.5%	85.6%	88.9%	3.3%	-5.3%
Social Work (State)	78.1%	89.7%	69.0%	65.3%	78.3%	13.0%	0.2%

* In 2016, no students attempted the Cytotechnology exam.

PASS RATES OF GRADUATE/PROFESSIONAL DEGREE EARNERS ON LICENSURE/CERTIFICATION EXAMS, YEARS ENDING JUNE 2012 – 2016

West Virginia Highlights

- ▶ 2016 licensure pass rates increased in 6 of 12 areas (Family Nurse Practitioner, Law, Medicine [USMLE Step 3 or COMPLEX Level 3], National Certified Counselor, Physical Therapy, and Teacher Education-Praxis II) when compared to 2015 and 6 of 12 areas (Dentistry, Dietetics, Family Nurse Practitioner, National Exam in Speech Pathology and Audiology, Physical Therapy, and Teacher Education-Praxis II) since 2012.
- ▶ The areas of Dentistry, Medicine, Counseling, Speech Pathology and Audiology, Occupational Therapy, and Physical Therapy all have pass rates above 90 percent for each of the five years examined.
- ▶ New reporting methods combine Complex and USMLE Step 3 under a general medicine category, where pass rates have remained above 90 percent from 2012 to 2015.

National Context

National context data for certification/licensure pass rates for programs at the certificate and associate's degree level are both difficult to obtain and compare. In many cases, different profit and nonprofit organizations offer licensure examinations for the same profession/skill set. Further complicating matters, individual states and regional consortiums have different standards for testing and passing. When pass rates are found, it is difficult to discern the level of degree to which the pass rate applies.

About this Measure

This indicator provides the pass rate according to the individual test standards of students finishing master's or professional degree programs who sat for some type of licensure examination. It provides an external indicator of how well colleges and universities are helping students acquire the knowledge and skills necessary to enter a licensed profession.

PASS RATES OF GRADUATE/PROFESSIONAL DEGREE EARNERS ON LICENSURE/CERTIFICATION EXAMS*

Exam	2012	2013	2014	2015	2016	2015-16 % Change	2012-16 % Change
Dentistry	97.0%	98.0%	100.0%	100.0%	100.0%	0.0%	3.0%
Dietetics	77.8%	88.9%	93.3%	100.0%	92.9%	-7.1%	15.1%
Family Nurse Practitioner	76.3%	89.7%	93.1%	83.9%	94.9%	11.0%	18.6%
Law	77.9%	76.0%	72.5%	58.0%	62.3%	4.3%	-15.6%
Medicine (USMLE Step 3 or COMPLEX Level 3)	98.5%	97.8%	94.6%	95.9%	96.1%	0.2%	-2.4%
National Certified Counselor	100.0%	92.3%	93.8%	94.4%	100.0%	5.6%	0.0%
National Exam in Speech Pathology and Audiology	96.3%	100.0%	100.0%	100.0%	100.0%	0.0%	3.7%
Occupational Therapy	100.0%	100.0%	100.0%	100.0%	94.7%	-5.3%	-5.3%
Pharmacy	97.2%	98.7%	97.5%	96.4%	83.2%	-13.2%	-14.0%
Physical Therapy	96.8%	100.0%	97.2%	94.4%	100.0%	5.6%	3.2%
Teacher Education-Praxis II	90.8%	91.4%	90.6%	85.9%	96.4%	10.5%	5.6%
WV Competency Exam for Counselor Licensing	100.0%	0.0%	96.6%	90.9%	81.5	-9.4%	-18.5%

Note: Data collection methods changed in 2012. The new reporting methods combine Complex Level 3 and USMLE Step 3 into the Medicine category.

AVERAGE NINE-MONTH SALARY OF FULL-TIME INSTRUCTIONAL FACULTY BY RANK, FALL 2012– 2016

West Virginia Highlights

- ▶ Overall, faculty salaries increased 2.4 percent between 2015 and 2016. Salary gains since 2012 were 4.7 percent higher.
- ▶ The largest one-year and five-year percentage increase by faculty rank was for Assistant Professor at 3.6 percent (\$63,053) and 7.9 percent, respectively.
- ▶ Over the five-year period, the smallest increase was for instructors who realized, on average, a 2.7 percent increase in salary. The largest decrease was for the graduate assistant and other category, which fell 23.9 percentage points since 2012.

National Context

Nationally, the average salary in 2015-16 for full-time faculty at public four-year institutions was \$108,925 for professors, \$80,856 for associate professors, \$69,165 for assistant professors, \$62,686 for instructors, which combined for an overall average salary of \$78,856. (NCES, 2016).

About this Measure

This indicator provides the average salary for West Virginia's baccalaureate and graduate full-time instructional faculty from fall 2012 to fall 2016. The data do not include medical school faculty. It is important that faculty salaries be competitive with other institutions in order to attract and retain quality faculty. While this indicator provides only salaries of full-time faculty, there have been larger increases nationally in the number of part-time faculty than full-time faculty over the last decade. In 2014-15, only 52.0 percent of faculty nationwide were employed full-time (NCES, 2016).

AVERAGE NINE-MONTH SALARY OF FULL-TIME INSTRUCTIONAL FACULTY BY RANK, FALL 2016

Institution	Professor	Associate Professor	Assistant Professor	Instructor	Lecturer	Graduate Assistant and Other*	All Ranks
Bluefield State College	\$70,257	\$65,031	\$54,259	\$38,589	\$40,380	\$47,532	\$59,083
Concord University	\$68,801	\$58,334	\$51,440	\$41,067	\$32,000	\$0	\$56,964
Fairmont State University	\$75,531	\$65,553	\$54,586	\$40,660	\$0	\$37,466	\$60,633
Glenville State College	\$66,560	\$62,128	\$51,433	\$42,943	\$0	\$42,100	\$54,831
Marshall University	\$80,891	\$67,796	\$60,870	\$38,535	\$0	\$0	\$65,651
Potomac State College of WVU	\$67,090	\$60,415	\$47,680	\$43,490	\$0	\$0	\$53,211
Shepherd University	\$79,134	\$63,814	\$58,140	\$0	\$40,650	\$0	\$63,340
West Liberty University	\$69,644	\$66,272	\$55,392	\$47,223	\$43,819	\$0	\$61,228
West Virginia State University	\$67,085	\$58,265	\$48,679	\$37,157	\$0	\$0	\$56,456
West Virginia University	\$114,349	\$81,529	\$70,980	\$44,752	\$59,429	\$0	\$84,099
WVU Institute of Technology	\$80,364	\$67,969	\$60,298	\$42,286	\$55,884	\$0	\$63,861
SYSTEM	\$91,865	\$72,671	\$63,053	\$41,429	\$52,352	\$39,740	\$71,350

* Graduate student packages may include tuition waivers and living stipends. Funding may also be determined by grant funds.

**AVERAGE NINE-MONTH SALARY OF FULL-TIME INSTRUCTIONAL FACULTY BY RANK,
FALL 2012-2016**

Rank	2012	2013	2014	2015	2016	2015 - 2016 % Change	2012 - 2016 % Change
Professor	\$87,348	\$88,122	\$89,550	\$89,520	\$91,865	2.6%	5.2%
Associate Professor	\$70,622	\$71,520	\$72,127	\$71,174	\$72,671	2.1%	2.9%
Assistant Professor	\$58,444	\$59,161	\$60,580	\$60,874	\$63,053	3.6%	7.9%
Instructor	\$40,349	\$40,445	\$40,769	\$40,281	\$41,429	2.8%	2.7%
Lecturer	\$49,771	\$51,526	\$53,819	\$53,388	\$52,352	- 1.9%	5.2%
Graduate Assistant and Other	\$52,214	\$45,786	\$46,402	\$42,033	\$39,740	- 5.5%	- 23.9%
All Ranks	\$68,121	\$68,775	\$69,848	\$69,669	\$71,350	2.4%	4.7%

IMPACT

Public colleges and universities across West Virginia provide the intellectual infrastructure required to create and maintain both an educated citizenry and a skilled workforce. Postsecondary graduates also have a profound civic, social, and economic impact on their local communities and the state at large. Moreover, the state's four-year institutions of higher education actively contribute to the economic, cultural, and social vitality of their respective regions.



DEGREES/CREDENTIALS AWARDED BY LEVEL SYSTEM-WIDE, ACADEMIC YEARS 2012 – 2016

West Virginia Highlights

- ▶ The total number of degrees and credentials awarded at West Virginia colleges and universities in academic year 2016 was 13,582, which was 1.3 percent lower than the 2015 figure of 13,763.
- ▶ Over the five-year time period, the number of degrees and credentials has increased by 5.1 percent from the 2012 level of 12,927.
- ▶ The largest and only one-year increase in the number of awards was in master's degrees with a growth of 141 from 2015 to 2016.
- ▶ The largest five-year increase, from 2012 to 2016, was 16.7 percent at the doctors: research/scholarship level.

National Context

Across the SREB states, in the decade from 2005 to 2013, the number of awards conferred at four-year public colleges and universities grew by 31.3 percent from 470,328 to 617,364. The 2013 total also represents a 1.5 percent increase over the 2012 total of 608,064. The proportion of bachelor's degrees remained relatively constant at 69.9 percent, while the proportion that were associate's degrees and certificates decreased from 2.3 percent in 2013 to 2.2 in 2014. The proportion of advanced degrees decreased from 28.3 percent to 27.9 percent (SREB, 2016).

Nationally, the total number of degrees conferred at public institutions increased by 2.3 percent from 2,414,582 in 2013 to 2,472,683 in 2013. Over the last 10 years (from 2003 to 2013), the number of degrees conferred at public institutions increased by 27.6 percent nationally (NCES, 2015).

About this Measure

This indicator provides the total number of awards conferred by West Virginia public four-year institutions: certificate, associate's, bachelor's, doctor's degree-professional practice, master's, post-master's, and doctor's - research/scholarship. Most associate's degrees, however, are awarded within the Community and Technical College System. Each award conferred represents mastery of a set of skills and body of knowledge that is valuable in the West Virginia labor market. Degrees and certificates conferred represent the system's human capital contribution to moving the West Virginia economy forward. Furthermore, the proportion of the populace with higher education credentials is an important criterion in recruiting private industry to locate in the state.

DEGREES/CREDENTIALS AWARDED BY LEVEL

Level	2012	2013	2014	2015	2016	2015 - 2016 % Change	2012 - 2016 % Change
Associate's	551	711	710	624	587	- 5.9%	6.5%
Bachelor's	8,839	9,120	9,269	9,453	9,199	- 2.7%	4.1%
Master's	2,610	2,586	2,653	2,624	2,765	5.4%	5.9%
Post-Master's Certificate	21	20	42	22	20	- 9.1%	- 4.8%
Doctor's : Professional Practice	732	714	738	811	808	- 0.4%	10.4%
Doctor's : Research / Scholarship	174	165	201	229	203	- 11.4%	16.7%
TOTAL	12,927	13,316	13,613	13,763	13,582	- 1.3%	5.1%

DEGREES/CREDENTIALS AWARDED BY INSTITUTION AND LEVEL, ACADEMIC YEARS 2012-2016

West Virginia Highlights

- ▶ From 2012 to 2016, Potomac State College of WVU saw the greatest five-year increase of graduates at 42.1 percent. Five institutions (Bluefield State College, Fairmont State University, Glenville State College, West Virginia School of Osteopathic Medicine, and West Virginia State University) saw decreases over the five-year period in degrees and credentials awarded.
- ▶ Baccalaureate degree production is the largest degree category at most of West Virginia's public four-year institutions (with the exception of Potomac State College of WVU and West Virginia School of Osteopathic Medicine). Overall, the total number of bachelor's degrees produced increased by 4.1 percent over the five-year period.
- ▶ The number of post-master's certificate and doctor's - professional practice granting programs have remained the same since 2012; the number of master's and doctor's - research and scholarship programs has grown over the past five years.

About this Measure

This indicator provides the total number of awards conferred by West Virginia public four-year institutions by level. Degrees and certificates conferred represent the system's human capital contribution to moving West Virginia's economy forward. Furthermore, the proportion of the populace with higher education credentials is an important criterion in recruiting private industry to locate in the state.

DEGREES/CREDENTIALS AWARDED BY INSTITUTION AND LEVEL

Institution	Award Type	2012	2013	2014	2015	2016	2015 - 2016 % Change	2012 - 2016 % Change
Bluefield State College	Associate's	98	117	87	130	91	- 30.0%	- 7.1%
	Bachelor's	249	240	170	209	198	- 5.3%	- 20.5%
	TOTAL	347	357	257	339	289	- 14.7%	- 16.7%
Concord University	Associate's	0	1	1	1	0	- 100.0%	0.0%
	Bachelor's	431	429	435	445	464	4.3%	7.7%
	Master's	29	71	75	92	114	23.9%	293.1%
	TOTAL	460	501	511	538	578	7.4%	25.7%
Fairmont State University	Associate's	112	108	90	85	82	- 3.5%	- 26.8%
	Bachelor's	624	613	598	665	672	1.1%	7.7%
	Master's	111	93	85	77	90	16.9%	- 18.9%
	TOTAL	847	814	773	827	844	2.1%	- 0.4%
Glenville State College	Associate's	31	47	55	70	19	- 72.9%	- 38.7%
	Bachelor's	174	176	136	177	168	- 5.1%	- 3.4%
	TOTAL	205	223	191	247	187	- 24.3%	- 8.8%
Marshall University	Associate's	99	111	115	85	97	14.1%	- 2.0%
	Bachelor's	1561	1604	1590	1600	1454	- 9.1%	- 6.9%
	Master's	774	769	729	812	912	12.3%	17.8%
	Post-Master's Certificate	21	20	42	22	20	- 9.1%	- 4.8%

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DEGREES/CREDENTIALS AWARDED BY INSTITUTION AND LEVEL

Institution	Award Type	2012	2013	2014	2015	2016	2015 - 2016 % Change	2012 - 2016 % Change
Marshall University (continued)	Doctor's - Professional Practice	111	123	128	209	217	3.8%	95.5%
	Doctor's - Research / Scholarship	16	10	18	19	20	5.3%	25.0%
	TOTAL	2582	2637	2622	2747	2720	- 1.0%	5.3%
Potomac State College of WVU	Associate's	177	295	328	231	262	13.4%	48.0%
	Bachelor's	20	19	24	22	18	- 18.2%	- 10.0%
	TOTAL	197	314	352	253	280	10.7%	42.1%
Shepherd University	Bachelor's	714	762	790	722	763	5.7%	6.9%
	Master's	56	70	71	63	64	1.6%	14.3%
	TOTAL	770	832	861	785	827	5.4%	7.4%
West Virginia School of Osteopathic Medicine	Doctor's - Professional Practice	197	180	182	187	180	- 3.7%	- 8.6%
	TOTAL	197	180	182	187	180	- 3.7%	- 8.6%
West Liberty University	Associate's	34	32	34	22	36	63.6%	5.9%
	Bachelor's	454	462	505	500	425	- 15.0%	- 6.4%
	Master's	20	33	33	77	52	- 32.5%	160.0%
	TOTAL	508	527	572	599	513	- 14.4%	1.0%
West Virginia State University	Bachelor's	397	418	432	416	357	- 14.2%	- 10.1%
	Master's	13	17	11	22	11	- 50.0%	- 15.4%
	TOTAL	410	435	443	438	368	- 16.0%	- 10.2%
West Virginia University	Bachelor's	4078	4268	4437	4550	4524	- 0.6%	10.9%
	Master's	1607	1533	1649	1481	1522	2.8%	- 5.3%
	Doctor's - Professional Practice	424	411	428	415	411	- 1.0%	- 3.1%
	Doctor's - Research / Scholarship	158	155	183	210	183	- 12.9%	15.8%
	TOTAL	6267	6367	6697	6656	6640	- 0.2%	6.0%
WVU Institute of Technology	Bachelor's	137	129	152	147	156	6.1%	13.9%
	TOTAL	137	129	152	147	156	6.1%	13.9%

NUMBER OF GRADUATE PROGRAMS

Award Type	2012	2013	2014	2015	2016
Master's	108	111	116	117	121
Post-Master's Certificate	2	2	2	2	2
Doctor's : Professional Practice	13	13	13	13	13
Doctor's : Research / Scholarship	37	38	38	38	41

STEM, STEM EDUCATION, AND HEALTH DEGREES AWARDED, ACADEMIC YEARS 2012– 2016

West Virginia Highlights

- ▶ The total number of health degrees has decreased 1.4 percent from 2,199 in 2015 to 2,169 in 2016. The largest one-year increase was for doctor's – research and scholarship degrees which increased 13.3 percent from 15 to 17. Health degrees have increased 8.7 percent from the 2012 figure of 1,995.
- ▶ The total number of STEM degrees has increased 0.7 percent from 3,475 in 2015 to 3,501 in 2016. The largest one-year increase was for doctor's – professional practice degrees which increased 62.5 percent from 8 to 13. Over the five-year period, STEM degrees have increased 17.1 percent from the 2012 figure of 2,989.
- ▶ Degrees in STEM education have not been historically collected. As a part of the Master Plan, institutions began to provide this data in 2013. Statewide, the number of STEM education degrees awarded across all levels of credentials was 50, a 122.0 percent decline from the 111 degrees awarded in 2015.

National Context

From 2007 to 2012, the most recent available five-year window, the number of science and engineering degrees awarded in the United States increased by 18.9 percent from 637,874 to 786,468. The proportion of overall degrees that were in science and engineering increased by 1 percentage points from 29.0 percent in 2007 to 30.0 percent in 2012. During this time period, the proportion of bachelor's degrees (31.5 percent to 32.5 percent), master's degrees (19.7 percent to 21.3 percent), and doctorates (66.1 percent to 70.2 percent) in science and engineering increased (NSF, 2015).

About this Measure

This indicator provides the number of degrees produced during the academic year at the associate's, bachelors, master's, and doctoral levels in National Science Foundation designated STEM fields; health programs; and number of education degrees produced during the academic year with specializations in science, technology, or mathematics education according to institution data.

NUMBER OF DEGREES, BY LEVEL, IN HEALTH, STEM, AND STEM EDUCATION

Degree	Level	2012	2013	2014	2015	2016	2015-2016 % Change	2012-2016 % Change
Health	Associate's	320	328	296	278	263	- 5.4%	- 17.8%
	Bachelor's	754	753	847	900	849	- 5.7%	12.6%
	Master's	335	388	351	337	363	7.7%	8.4%
	Doctor's – Research / Scholarship	17	9	18	15	17	13.3%	0.0%
	Doctor's – Professional Practice	569	552	585	669	677	1.2%	19.0%
	TOTAL	1,995	2,030	2,097	2,199	2169	- 1.4%	8.7%
STEM	Associate's	52	78	66	69	80	15.9%	53.8%
	Bachelor's	2455	2572	2732	2859	2807	- 1.8%	14.3%
	Master's	377	356	403	418	501	19.9%	32.9%
	Doctor's – Research / Scholarship	94	94	103	121	100	- 17.4%	6.4%
	Doctor's – Professional Practice	11	8	11	8	13	62.5%	18.2%
	TOTAL	2,989	3,108	3,315	3,475	3501	0.7%	17.1%
STEM Education*	TOTAL	.	92	90	111	50	- 122.0%	-

* STEM Education has not been historically collected. As a part of *Leading the Way: Access. Success. Impact.*, institutions began to provide these data in 2013

AVERAGE UNDERGRADUATE LOAN DEBT OF BACHELOR'S DEGREE GRADUATES, ACADEMIC YEARS 2012– 2016

West Virginia Highlights

- ▶ Average loan debt for bachelor's degree students decreased 12.4 percent, from \$38,367 in 2015 to \$33,597 in 2016.
- ▶ The five-year trend in loan debt shows a decrease of 6.4 percent from the \$35,909 figure in 2012.
- ▶ No schools saw an increase in loan indebtedness from 2015-16 or over the five-year period from 2012-16.
- ▶ The school that saw the largest decrease from 2015-16 and over the five-year period from 2012-16 in terms of percentage change was Potomac State College of WVU, who saw a decrease of 34.0 percent and 31.0 percent, respectively.

National Context

The College Board reports that 60 percent of students who earned bachelor's degrees in 2015 graduated with student loan debt and borrowed an average of \$28,400, an increase of 18.1 percent in 10 years. Among students with bachelor's degrees from the public colleges in which they first enrolled, the percentage who graduated with debt increased from 54 percent in 1999-2000 to 55 percent in 2004-05, to 56 percent in 2009 and to 60 percent in 2014 (College Board, 2017).

About this Measure

This indicator provides the average loan debt that West Virginia public institution undergraduate students have accumulated at any public institution during pursuit of their bachelor's degree. This debt includes all loans, including the Direct Parent Loan for Undergraduate Students, whether through the government or from private lenders. Average loan debt is calculated only from students who have loans.

AVERAGE LOAN DEBT OF GRADUATES*

Institution	2012	2013	2014	2015	2016	2015 - 2016 % Change	2012 - 2016 % Change
Bluefield State College	\$24,950	\$27,827	\$26,681	\$26,140	\$23,693	- 9.4%	- 5.0%
Concord University	\$23,694	\$25,096	\$26,526	\$25,125	\$22,378	- 10.9%	- 5.6%
Fairmont State University	\$29,150	\$30,753	\$30,339	\$29,595	\$24,048	- 18.7%	- 17.5%
Glenville State College	\$32,276	\$30,343	\$32,579	\$29,426	\$24,254	- 17.6%	- 24.9%
Marshall University	\$30,662	\$30,163	\$29,377	\$30,515	\$27,290	- 10.6%	- 11.0%
Potomac State College of WVU	\$24,975	\$21,298	\$17,960	\$26,109	\$17,236	- 34.0%	- 31.0%
Shepherd University	\$32,592	\$32,181	\$33,945	\$34,639	\$29,757	- 14.1%	- 8.7%
West Liberty University	\$33,108	\$33,181	\$33,706	\$31,877	\$27,094	- 15.0%	- 18.2%
West Virginia State University	\$29,135	\$28,536	\$31,202	\$30,985	\$26,304	- 15.1%	- 9.7%
West Virginia University	\$43,688	\$45,249	\$46,346	\$47,685	\$41,827	- 12.3%	- 4.3%
WVU Institute of Technology	\$24,783	\$22,584	\$27,166	\$31,283	\$24,518	- 21.6%	- 1.1%
TOTAL	\$35,909	\$36,780	\$37,764	\$38,367	\$33,597	- 12.4%	- 6.4%

* When comparing the average loan debt of graduates to previous editions of the West Virginia Higher Education Report Card, there may be fluctuations in reported figures. Bachelor's degree graduates who remain enrolled in non-graduate level work and receive federal loans will contribute to increases in total loan debt.

THREE-YEAR STUDENT LOAN DEFAULT RATE, FISCAL YEARS 2010– 2014

West Virginia Highlights

- ▶ The three-year student loan default rate at Commission institutions was 13.4 percent for FY 2014, an increase of 3.1 percentage points from the 10.3 percent reported in FY 2013.
- ▶ The institutions with the highest three-year default rates were Glenville State College (19.7 percent), West Virginia State University (18.5 percent), and Bluefield State College (18.2 percent).
- ▶ West Virginia University, which includes Potomac State College of WVU and WVU Institute of Technology, had the lowest three-year student loan default rate of 8.3 percent in FY 2014.

National Context

The U.S. Department of Education reported that the national three-year default rate between FY 2013 and 2014 cohort was 11.3 percent across all sectors. Over the past five years, the rate has decreased 3.2 percentage points from a high of 14.7 percent. (U.S. Department of Education, 2017).

About this Measure

This measure provides the percentage of a school's borrowers who enter repayment on certain Federal Family Education Loans and/or William D. Ford Federal Direct Loans during a fiscal year and default (or meet the other specified condition) within a three-year period. The three-year default rate has been adopted by the U.S. Department of Education to become the new standard for measuring loan defaults, replacing two-year default rates. The three-year, post-graduation/withdraw period is thought to more accurately capture the number of students in default. The 2009 cohort was the first group of students officially measured by the extended default rate period. This rate is annually provided directly by the federal government's Office of Student Financial Aid Programs.

THREE-YEAR FEDERAL STUDENT LOAN DEFAULT RATES

Institution	2010	2011	2012	2013	2014	2013-2014 % Change	2010-2014 % Change
Bluefield State College	23.5%	26.8%	23.7%	19.5%	18.2%	- 1.3%	- 5.3%
Concord University	19.0%	17.3%	17.6%	15.0%	14.6%	- 0.4%	- 4.4%
Fairmont State University	18.2%	17.0%	14.2%	14.2%	13.3%	- 0.9%	- 4.9%
Glenville State University	23.9%	21.7%	23.0%	16.8%	19.7%	2.9%	- 4.2%
Marshall University**	13.6%	13.4%**	11.7%	9.5%	10.1%	0.6%	- 3.5%
Potomac State College of WVU*	9.8%	10.5%	8.5%	7.4%	-	-	-
Shepherd University	10.7%	11.4%	7.6%	9.5%	8.9%	- 0.6%	- 1.8%
West Liberty University	14.5%	18.1%	10.4%	10.6%	9.0%	- 1.6%	- 5.5%
West Virginia State University	16.4%	14.2%	16.6%	15.4%	18.5%	3.1%	2.1%
West Virginia University*	9.8%	10.5%	8.5%	7.4%	8.3%	0.9%	- 1.5%
WVU Institute of Technology*	9.8%	10.5%	8.5%	7.4%	-	-	-
STATE TOTALS	13.7%	13.7%**	11.6%	10.3%	13.4%	3.1%	- 0.3%

* Rate provided is for WVU, WVU Institute of Technology, and Potomac State College combined.

** Marshall University's 2011 default rate was amended as a result of a favorable appeal outcome from the US Department of Education.

RESEARCH GRANTS AND CONTRACTS, ACADEMIC YEARS 2012 – 2016

West Virginia Highlights

- ▶ The total amount of research grants and contracts at West Virginia colleges and universities in academic year 2016 was \$158,288,878, which was 4.9 percent more than the figure of \$150,960,243 in 2015.
- ▶ Over the five-year time period, the amount of research grants and contracts has increased by 3.5 percent from \$152,900,872 in 2012.

National Context

Nationally, colleges and universities reported total research and development expenditures (which include other fields in addition to science and engineering) to be \$68.7 billion in FY 2015. This figure represents a 2.2 percent increase from the FY 2014 total of \$67.2 billion. While these national data include institutional spending in addition to outside contracts, they provide an indicator of growth in total research effort (NSF, 2016).

About this Measure

These funds include any externally-sponsored research activities, grants, or contracts procured by college and university faculty and staff to produce, or advance, new knowledge in any field. It includes all funds from the federal government, non-profit agencies, and private industry that are channeled through university research corporations or offices. It is an important indicator of the extent to which the system is leveraging outside dollars to complement state spending on research that increases West Virginia's capacity to attract new business and industry.

RESEARCH GRANTS AND CONTRACTS

Year	Total
2012-13*	\$152,900,872
2013-14*	\$139,024,537
2014-15*	\$159,166,223
2015-16	\$150,960,243
2016-17	\$158,288,878

* 2012-2014 totals do not include figures for Glenville State College.

TOTAL SCIENCE AND ENGINEERING RESEARCH AND DEVELOPMENT EXPENDITURES, FISCAL YEARS 2012 – 2016

West Virginia Highlights

- ▶ Total science and engineering related research and development (R&D) expenditures at West Virginia colleges and universities decreased by \$3,000, from \$199,167,000 in FY 2015 to \$199,164,000 in FY 2016.
- ▶ Total science and engineering related R&D expenditures have increased over the five-year time period by 1.4 percent from the FY 2012 level of \$196,318,000.

National Context

Universities and colleges in the United States reported science and engineering related R&D expenditures of \$68.7 billion in Fiscal Year 2015, which represents an increase of 2.2 percent over the previous year (\$67.2 billion). Adjusted for inflation, academic R&D declined by 0.2 percent in 2015 to \$37.9 billion. Since FY 2011, federally funded expenditures have dropped from 62.5 percent to 55.2 percent of total research and development expenditures.

About this Measure

This indicator provides the total amount of revenues expended at West Virginia colleges and universities on science and engineering related R&D regardless of revenue source. It includes spending at private institutions, but it should be noted that private institutions represent a small proportion of expenditures in the state. Thus, it includes government (all levels), institution, and private industry support of basic and applied research. University spending on R&D in science and engineering is a good indicator of the total volume of research being produced in postsecondary education to support discovery, opportunity, economic growth, and diversification.

TOTAL SCIENCE AND ENGINEERING RESEARCH AND DEVELOPMENT EXPENDITURES

Year	Total Expenditures
2012	\$196,318,000
2013	\$196,492,000
2014	\$195,675,000
2015	\$199,167,000
2016	\$199,164,000

Source: National Science Foundation

FEDERALLY-FUNDED SCIENCE AND ENGINEERING RESEARCH AND DEVELOPMENT EXPENDITURES, FISCAL YEARS 2012 – 2016

West Virginia Highlights

- ▶ The total amount of federally-funded science and engineering related research and development (R&D) expenditures at West Virginia colleges and universities in Fiscal Year 2016 was \$86,311,000 which was 0.3 percent less than the figure of \$86,603,000 in 2015.
- ▶ Over the five-year time period, the amount of federally-funded R&D has decreased by 18.5 percent from its 2012 level of \$105,892,000.

National Context

Federal funding of science and engineering-related R&D in U.S. colleges and universities has remained steady \$37.9 billion from fiscal year 2014 to fiscal year 2015. The overall level of federally-funded R&D expenditures in the United States has declined by 7.1 percent from \$40.7 billion in Fiscal Year 2011. The federal government has been the largest source of R&D expenditures at colleges and universities since 1972, but its share has declined slightly in recent years (NSF, 2016).

About this Measure

This indicator provides the amount of science and engineering related R&D expenditures at all West Virginia colleges and universities, including private institutions, which come from grants and contracts from the federal government. Many of these grants and contracts are competitive and provide a good indicator of both the quality and quantity of research being performed in the system. Obtaining federal funds bolsters the revenue streams available for research and development and demonstrates the increased national competitiveness of the state's institutions in this highly competitive environment.

FEDERALLY FUNDED S&E RESEARCH AND DEVELOPMENT EXPENDITURES

Year	Total Federally-Funded Expenditures
2012	\$105,892,000
2013	\$94,978,000
2014	\$90,374,000
2015	\$86,603,000
2016	\$86,311,000

Source: National Science Foundation

OTHER SYSTEM RESEARCH AND DEVELOPMENT MEASURES, FISCAL YEAR 2015-2017 (PUBLICATIONS: ACADEMIC YEAR 2014-2017)

West Virginia's four-year public universities serve three core functions: teaching, research, and service, though their focus on the different components varies by institutional mission. Research that helps expand understanding of the world and leads to new solutions for society's challenges is an important function of higher education institutions. Receiving grants, submitting research and product patents, and encouraging start-up companies not only help to sustain and create new jobs, but also assist in developing the state's research infrastructure through new equipment and facilities. As innovation and knowledge-based industries become more important for West Virginia's economy, transferring the fruits of university research to the market is taking on increasing importance.

About this Measure

External research and development funds: The total amount of externally-sponsored academic research grants and contracts underway during an academic year according to institution data. This figure includes both direct and indirect costs as indicated on the grant contract or budget.

Patents issued: The number of U.S. patents issued during the fiscal year according to institution data.

Licensure income: The total amount of money derived from licensed royalty and associated income for intellectual property developed by faculty at the institution licensed to publicly or privately-traded businesses or industry during the fiscal year according to institution data.

Start-up companies based on university technology: The number of start-up companies established during the fiscal year based on intellectual property developed at the institution according to institution data.

Articles published by faculty in peer-reviewed journals: The number of articles published in any peer-reviewed journal during the year.

OTHER SYSTEM RESEARCH AND DEVELOPMENT INDICATORS

Year	External Research and Development*	Patents Issued	Licensure Income	Start-up Companies	Peer-Reviewed Publications*
2014-15	\$159,166,223	6	\$37,401	1	2,175
2015-16	\$150,960,243	6	\$40,126	1	1,716
2016-17	\$158,288,878	9	\$1,675,500	1	2,709
Cumulative Total	\$468,415,344	21	\$1,750,027	3	6,600
2018 System Target	\$200,000,000	30**	\$170,000**	20**	***

* These measures are required by Marshall University and West Virginia University. Shepherd University, West Liberty University, and West Virginia State University have opted to report these measures.

** The 2018 system targets for these measures are cumulative totals for the entire master planning cycle (2013-18).

*** *Leading the Way: Access. Success. Impact.*, does not establish a specific value for the 2018 target for peer-reviewed publications. Rather, it establishes a system-wide goal to "increase the number of these publications over the master planning cycle."

COMMISSION AND COUNCIL

Collaborative initiatives



COMMISSION AND COUNCIL INITIATIVE UPDATES

ACADEMIC AFFAIRS

Developmental Education Reform

West Virginia was a featured state at the Complete College America (CCA) National Convening in November of 2017 and was recognized for being a national leader in developmental education reform. In May of 2017, a statewide meeting of math teachers at both the higher education and K-12 level was held in Charleston, WV where faculty members learned new techniques for teaching math to students who are not college ready. Earlier in the spring, workshops were also held for developmental education English faculty at various locations around the state. Institutions are in the process of eliminating non-credit developmental courses and replacing them with college-level, credit-bearing courses that have required academic support. Pass rates for general education math and English have risen significantly. In the community college system, pass rates for English and math have risen 10 percent% and 24 percent% respectively while pass rates for English and math in the four-year system have gone up 6.4 percent% and 7.1 percent%.

Transfer and Articulation

Faculty committees continued to work on creating course equivalencies to expedite the transfer process among West Virginia institutions of higher education. In 2016, a statewide faculty committee from both two-and four-year schools agreed upon learning objectives for courses identified as high transfer: college algebra, pre-calculus, trigonometry, physics, chemistry, and anatomy and physiology. In 2017, those courses and the learning objectives were sent to the individual institutions for review by faculty. A course equivalency list has been created to identify courses vetted by faculty and approved for transfer, thus, reducing the need for students to repeat courses at the receiving institution.

Teacher Education

The Teacher Education Advisory Committee has been assisting state and private institutions with key components of the criteria for accreditation by the Council for Accreditation of Educator Preparation (CAEP). Details and procedures were established for institutions to participate in a national consortium to survey education seniors, recent graduates working in the field, and their supervisors. The survey methods allow institutions to report on teacher preparedness and to report how their graduates are performing in the field.

Global West Virginia

During the 2016-2017 academic year, The Institute for International Education (IIE) Open Doors survey reported that 4,192 international students attended West Virginia institutions of higher education. That was a 1 percent% increase from the previous year and in a time when most states saw a decline in international students. The countries sending the most students to West Virginia were: Saudi Arabia, China, Kuwait, India, and Canada. Approximately 1,190 West Virginia students studied abroad during the 2016-2017 school year.

FINANCE AND FACILITIES

Bond Refunding

The Commission refunded the Series 2009A, 2007, and a portion of the 2010 system bonds to provide additional funds for capital projects and reduce debt payments.

Legislative Rule Changes

In response to changes required by the enactment of House Bill 2815, the Commission updated the Series 12 Legislative Rule, Capital Project Management, and the related System Capital Development Oversight Policy as well as Series 32 Legislative Rule, Tuition and Fee Policy.

Facilities Management Assistance

The Commission assisted several institutions as they planned for capital improvement projects. In addition, the Commission provided guidance in the development of energy performance contracts.

Financial Systems

The Commission migrated to a new financial reporting system as well as a new fixed asset reporting system.

FINANCIAL AID

FAFSA Workshops

The Commission and Council conduct financial aid sessions and Free Application for Federal Student Aid (FAFSA) workshops to increase the number of students applying for financial aid. Currently, work is underway to coordinate these events for 2017-18 with colleges across the state by standardizing the presentation, making it easier for high school counselors to request a workshop, and posting workshops to the CFWV website. Staff have been working with high schools and college access providers on an initiative to share the FAFSA completion status of individual students to assist counselors in helping students complete the FAFSA. This process was automated for public high schools and TRIO organizations in 2017 to have access to the FAFSA completion status of the students they work with.

Financial Aid Training

The Commission and Council offer workshops to help train college financial aid staff on state financial aid policies and the Financial Aid Management System. At this time, several different training opportunities are available. For the third year, those who attended the training were eligible to take a certification test in selected areas and receive a credential from the National Association of Student Financial Aid Administrators, if they passed the certification test. To date, West Virginia ranks second in the nation in the number of national credentials that have been earned by financial aid professionals. Division of Financial Aid staff also conducted state financial aid reviews to ensure accountability of institutions in processing state aid.

State Financial Aid Videos

The Division of Financial Aid, along with the WV GEAR UP federal grant program, is working with Financial Aid TV (FATV) to develop short videos on state financial aid programs that can be used within high schools and on social media to help inform students, parents, and counselors of the eligibility requirements for PROMISE and the WV Higher Education Grant. In 2018, students will be notified of their PROMISE eligibility via e-mail or text message and will be able to access their award notification electronically.

HEALTH SCIENCES

WV HEALTHLINK

The Division of Health Sciences contracted with the West Virginia University Geography Department to develop WV HEALTHLINK, an online atlas designed to inventory and visualize access to proximate, affordable, appropriate, and adequate primary healthcare for West Virginia residents. The atlas will inform the work of the Rural Health Initiative, a partnership between the Division of Health Sciences and the state's three academic health centers directed at recruiting and retaining more healthcare providers to underserved areas of the state.

Rural Health Residency Program

West Virginia medical school graduates who remain in the state to complete residency are much more likely to practice in West Virginia than their classmates who leave the state for their residencies. The Division awarded \$150,000 total to residency programs across the state to provide incentives to West Virginia's most promising medical school graduates in exchange for their commitment to remain in West Virginia for residency.

West Virginia Alliance for Creative Health Solutions

The West Virginia Alliance for Creative Health Solutions is a network of primary care providers, academic health centers, and the Division of Health Sciences who work collaboratively to identify ways to improve the health of their patients and the communities they serve. The Alliance also seeks to prevent primary care provider burnout by allowing the participating providers an opportunity to engage with colleagues and explore shared clinical interests and practice improvement ideas.

West Virginia Center for Nursing

The West Virginia Center for Nursing deploys a multi-pronged effort to remedy the nursing shortage in West Virginia. The Nursing Scholarship Program more than doubled applications this past year and made 223 awards to nursing students across the state. The Center's online clinical scheduling program operates on a redesigned platform and is now available to nursing programs and clinical sites statewide. Lastly, the Center continues to analyze and release timely nursing workforce data that can be used to inform policy and program development.

HUMAN RESOURCES

Legislative Initiatives

House Bill 2542, passed during the 2017 legislative session, required major change in Human Resources rules and practices for public West Virginia higher education institutions and offices of the Commission and Council. In addition to paving the way for implementation of the new compensation management program by repeal of the years-of-state-service salary schedule, the bill modified higher education employee category segmentation and eliminated several statutory requirements relating to higher education classified employees. The bill removed the requirement for uniformity in human resources systems, allowing institutional Boards of Governors to write human resources policies and develop classification and compensation programs apart from those of the Commission. The bill also modified the reporting schedule for the West Virginia Higher Education Human Resources Report Card to every five years, beginning in 2020. In addition to major Commission rule revision, the Division of Human Resources continues to provide guidance and advice to presidents, boards of governors, and chief human resources officers on policy revision and compliance as higher education institutions work toward implementation of the requirements and opportunities of House Bill 2542.

Classification and Compensation

The Commission and the Council approved implementation of the newly developed market-based higher education compensation management program. With the assistance of Mercer, a highly rated global compensation consultant, the Division of Human Resources completed the compensation market study, developed a market-based salary structure, and assigned pay grades for jobs held by approximately 4,700 classified employees. With involvement from constituent groups, division staff designed the new

West Virginia Higher Education Compensation Management Program. New classification and compensation program information is available online at <http://wvhighehr.org/>.

Shared Services

The Commission and Council's Division of Human Resources purchased two software programs as shared services to every public institution of higher education. Work continues to fully implement the systems. JDXpert is a job description development and management program that supports and promotes consistency and transparency in the development and maintenance of job descriptions. The second software, also a shared service, is Payscale's MarketPay system. Once fully implemented, MarketPay will enable the Commission to maintain currency of the salary schedule and provide up-to-date job market information for all categories of employees. Institutions will be able to quickly market price any job and be able to deliver statutorily mandated reports on employee compensation compared to market prices for faculty, classified, and non-classified employees.

Human Resources Report Card

The Division of Human Resources and the Division of Policy and Planning worked together to develop a secure online application. The application uses data from the fall personnel file submissions to calculate metrics that will be reported for each institution in the HR Report Card. Use of the application and the automation of report generation are estimated to have saved thousands of dollars in valuable human capital time, as well as improve data accuracy.

Professional Development

W.Va. Code §18B-7-6 (b) requires the Commission and Council's Division of Human Resources to provide training and professional development opportunities apart from opportunities provided by the institution to persons engaged in the human resources functions. Over the coming year, the Division of Human Resources will continue sponsor a series of professional development programs designed to ensure human resources employees are well versed in best practices, are able to obtain and maintain appropriate HR certification, and continue to serve their institutions with a high level of credibility and accountability.

POLICY AND PLANNING

Data Policy Advisory Council Annual Convention

Division of Policy and Planning staff hosted the annual convening of the statewide Data Policy Advisory Council, a group of institutional research and data experts who serve as liaisons between the institutions and the Division in order to provide a wide variety of critical data (on students, personnel, graduates, financial aid, etc.) to the agency.

Facility Information System

Pursuant to W.Va. Code §18B-19-9, the Division of Policy and Planning's application development team is working in collaboration with the Vice-Chancellor for Finance, the Director of Design and Planning for the Commission, and the Senior Director of Facilities for the Council to evaluate and begin implementation of a new statewide Facilities Information System (FIS). Once brought online, the FIS will enable Commission and Council staff to acquire standardized space use data from the public higher education institutions in WV, and will support the other requirements in W.Va. Code.

SCIENCE AND RESEARCH

Research Infrastructure Improvement Award

The Division of Science and Research received a Research Infrastructure Improvement Award from the National Science Foundation in the amount of \$20 million on August 1, 2015. One of the RII astrophysicists, Dr. Sean McWilliams, was a scientist instrumental in the detection of gravitational waves by LIGO.

West Virginia Research Challenge Fund

The West Virginia Research Challenge Fund provides the foundation for many of the competitive research grant programs administered by the Commission. Awards supported by the fund include the Research Challenge Grant, STEM Fellowships for graduate students, Instrumentation and Innovation Grants, and a number of other grants and programs that encourage students to major in STEM fields and provide support for faculty and businesses engaged in research and development.

Research Challenge Grants (RCGs)

Three RCGs were awarded in FY2018 to three faculty members at West Virginia University. These awards are intended to build competitiveness and to lead to potential economic development. Heath Damron's group is founding a Vaccine Development Center at WVU, John Hu's group is advancing training and research for localized shale gas utilization, and Nasser Nasrabadi's team is founding a Center for Cognitive Computing. These grants award up to \$1.3 million over five years.

STEM Fellowships

West Virginia University and Marshall University were awarded new STEM Fellowship grants in FY2018. These grants provide competitive fellowships to allow WVU and MU to attract high quality graduate students. The grants run for four years.

Instrumentation and Innovation Grants

These grants are available to state regional institutions and to private primarily undergraduate institutions. Both grant programs allow purchase of instruments for research in undergraduate laboratories. The Innovation Grant is larger and requires a 50 percent match; it can be used to renovate laboratories, develop curricula as well as purchase more expensive instruments. The Science and Research Division funded five Instrumentation Grants and one Innovation Grant in FY2018.

STUDENT AFFAIRS

GEAR UP

In September 2014, the Commission was awarded a \$21 million, seven-year grant from the U.S. Department of Education to continue its "Gaining Early Awareness and Readiness for Undergraduate Programs" (GEAR UP) initiative. The 2014 grant expands on the work of the Commission's previous GEAR UP effort, which began in 2008 and concluded in July 2015. Through the 2014 award, West Virginia GEAR UP will provide support to an additional 17,000 students over seven years. The program provides intensive college readiness services to a cohort, the class of 2020, from their seventh grade year through their first year of postsecondary education. Additionally, West Virginia GEAR UP provides "just-in-time" college counseling, including college selection and financial aid advising, to 12th graders.

Text Messaging Pilot Project

Since January 2014, the Division of Student Affairs has been providing college counseling and support via text messaging. More than 25,000 students have signed up to receive the messages, which provide students with periodic updates to assist them in completing critical tasks required for enrolling and succeeding in college. Additionally, students can text the support number at any time to receive college-planning assistance. Staff have fielded more than 50,000 inquiries through the system.

15 to Finish

In September 2014, the Commission and its institutions launched a statewide "15 to Finish" campaign, which encourages students to take at least 15 credit hours each semester, an essential step that puts students on track to graduate on time, save money, do well academically, and start their careers as soon as possible. The project was implemented at the campus level in 2015, and campus personnel have worked with Commission staff to utilize resources provided in the statewide toolkit. Initial results are encouraging: since the campaign's start, the number of first-time freshmen taking 15 credits or more per semester has increased by seven percentage points.

Five Star Challenge

In August 2015, the Office of Veterans Education and Training within the Division of Student Affairs initiated the "5 Star Challenge." The Challenge, which calls on institutions to adopt a set of exemplary standards for supporting student veterans, is a tribute to the military tradition of issuing "challenge coins" to service members who embody the values and standards of their military units. All public undergraduate institutions in West Virginia accepted the challenge and implemented its standards, which includes 1) signed commitments from college and university presidents to adopt best practices and standards, 2) a focus on increasing access and affordability to higher education for student veterans and military service members, 3) increased academic support including priority registration for classes, 4) enhancing social networks for veterans and military service members on campus and 5) greater collaboration with community organizations working to meet the needs of military service members.

Commission, Council, K-12 Partnership

The Commission and the West Virginia Department of Education, working in coordination with the Council and the West Virginia Department of Education and the Arts, sponsored the seventh annual Student Success Summit. The Summit convenes stakeholders from across the Pre-K through postsecondary continuum to facilitate stronger partnerships and greater collaboration. The two-day event featured nearly 60 breakout sessions on a variety of topics, ranging from dropout prevention to college completion, from using technology in the classroom to helping students explore career pathways.

CFWV Youth Summit

The Commission hosted the fourth College Foundation of West Virginia (CFWV) Youth Summit in July 2017. Five schools from across West Virginia sent teams of 10th and 11th graders to participate in the Summit, which focused on developing students' leadership skills and training them to serve as "Higher Education Readiness Officers" (HEROs) in their schools. The HEROs effort has been recognized nationally as a promising practice in promoting college access. The Commission plans to continue expanding the HEROs effort across the state by training new school groups each year. As of November 2017, 23 high schools in West Virginia have active HEROs groups.

WVNET

Banner 9 Upgrade

WVNET's Administrative Applications group has completed the first phase of a multiyear Enterprise Resource Program (ERP) upgrade project for hosted higher education institutions. Working with campus partners and stakeholders, WVNET has upgraded from Banner 8 to the newest version of the product - Banner 9. The benefits of Banner 9, which resonate with WVNET's Core Values of Sustainability and Access, include the following:

- ▶ Employs a new application architecture that is non-proprietary, open, and extensible;
- ▶ Provides web-based mobility across devices and locations;
- ▶ Features modern functionality built into the application, minimizing the need for customizations; and
- ▶ Replaces the traditional software cycle with an evergreen release strategy, eliminating version-driven upgrades that cause operational disruptions.

The next phase will focus on enhancing the Banner experience for faculty and students by upgrading the Self-Service interface. Banner 9 is a next-generation technology and in the long run, its flexibility and dependability will help hosted institutions promote student success and better efficiencies across campus.

WVROCKS

The West Virginia Remote Online Collaborative Knowledge System (WVROCKS) has awarded approximately 12,000 credit hours to over 884 unique Regents Bachelor of Arts degree (R.B.A.) students from public institutions in the state since the portal's inception in 2012. WVROCKS's performance continues to exceed national averages with a current retention rate of 93 percent, a completion rate of 92 percent, and a pass rate of 84 percent. The program is available to all students whose home institution offers the R.B.A degree.

Services to Public K-12

In response to the West Virginia Department of Education's initiative to increase student access to instruction despite the weather, WVNET has partnered with URCast to provide an economical way to securely transfer instructional materials and homework to students through the use of a caching server housed at each school. Teachers upload instructional materials for their classes to the URCast server. The caching server then uses the school's internet to sync those class instructional materials to student devices as soon as the student enters the school. Because the materials have been downloaded to the student's device, there is no need for an internet connection from home to access instructional materials and complete homework. The potential result is no loss of an instructional day due to inclement weather.

WORKFORCE INITIATIVES

Sector Partnership National Emergency Grant

In June 2015, the U.S. Department of Labor (USDOL) awarded West Virginia a \$5.25 million Sector Partnership National Dislocated Worker Grant (SPNDWG). The Council was charged with managing the grant to help expand sector-driven training initiatives in manufacturing, information technology (IT), and energy, as well as developing new sector initiatives in the health care industry. This grant program focuses on job training to serve dislocated workers across the state in programs that lead to high skill, high-wage careers. Community and technical colleges offer education and training programs that integrate classroom and on-the job learning as well as enhanced support services and career coaching to participants.

TANF-WVCTCS Collaboration

In September of 2016, the Department of Health and Human Resources (DHHR) and WVCTCS expanded a successful pilot project between DHHR and Southern West Virginia VCommunity and Technical TCollege. In the project, individuals who receive funds from the federal Temporary Assistance for Needy Families program enroll in community college programs in in-demand fields. They receive additional support through a liaison to help them to be successful in school. The goal of the program is to provide TANF recipients with the education and training they need to enter the workforce and become financially independent. In the fall of 2017, more than 100 students were enrolled in the project. From the 2016 cohort, more than 70 percent of the students passed with a GPA of 2.0 or higher.

WorkForce West Virginia (WFWV) Partnership

In 2016, cCommunity and technical colleges provided certificate and degree training to 464 individuals served by WorkForce West Virginia. This includes training for dislocated workers, laid off coal miners, and low income West Virginians.

Learn and Earn Program

Since 2013 community and technical colleges have established Learn and Earn opportunities for students with more than 50 companies. Thousands of students have enrolled in these cooperative workplace educational opportunities.

BOARD TRAINING

In 2009, the Commission and Council were required by the West Virginia Legislature to coordinate training and development opportunities for members of institutional governing boards. The learning objectives were codified and both began facilitating opportunities for training.

Training opportunities for Commission institution governing boards have included but are not limited to the following:

- ▶ 2010 Board of Governors Summit (nine hours of training credit);
- ▶ 2011 Capitalizing on the Foundation-Institution Partnership (five hours);
- ▶ 2011 Strategic Finance (five hours);
- ▶ 2012 Board of Governors Summit (nine hours);
- ▶ 2013 Board of Governors Summit (nine hours);
- ▶ 2014 Board of Governors Summit (nine hours);
- ▶ 2015 Board of Governors Summit (nine hours); and
- ▶ 2017 Board of Governors Summit (six hours).

Training opportunities for Council institution governing boards have included, but are not limited to, the following:

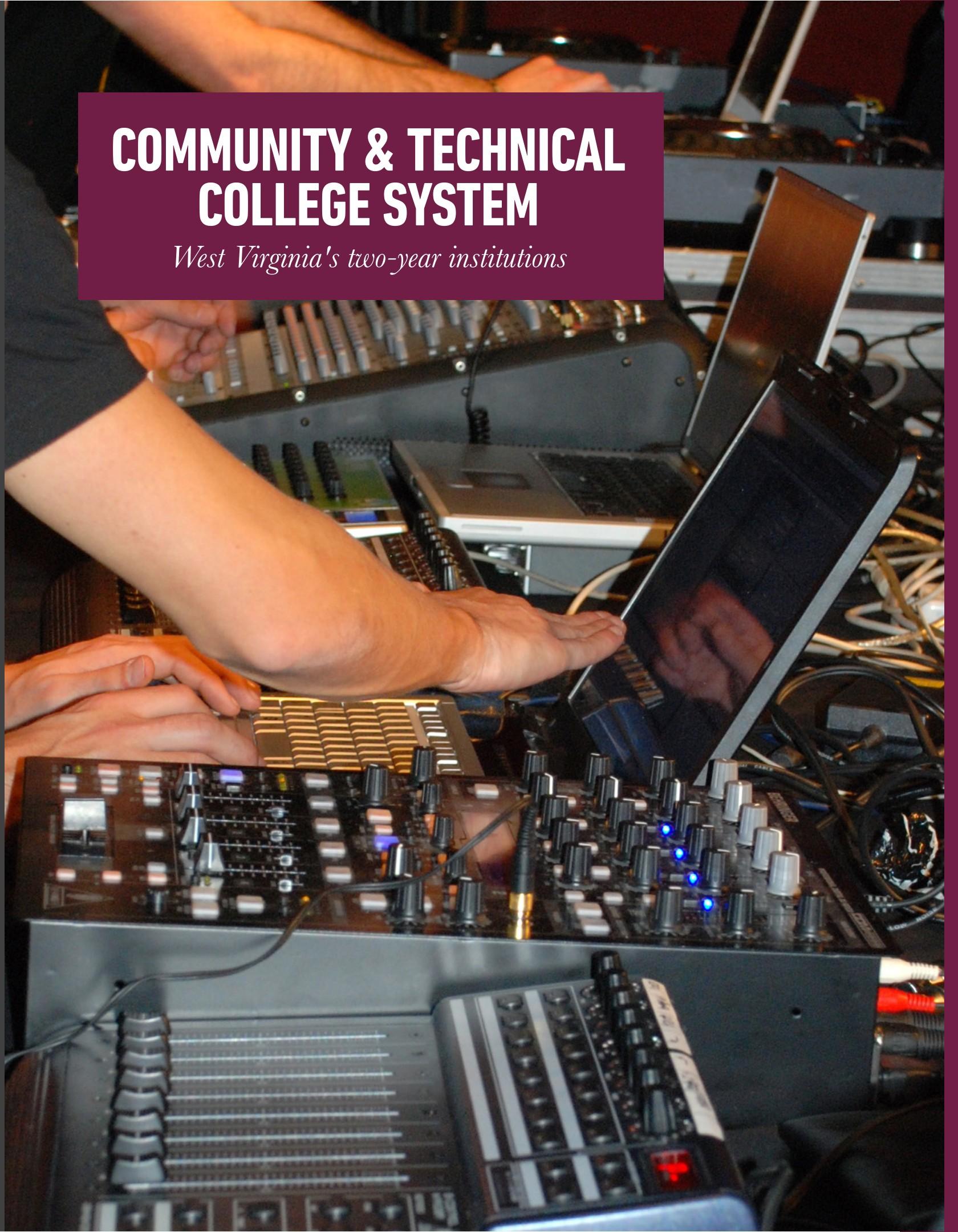
- ▶ 2014 WV Community College Association/WV Association for Developmental Education Conference (12 hours of training credit);
- ▶ 2014 Summit on College and Career Readiness (four hours);
- ▶ 2014 Board of Governors College Completion Summit (four hours);
- ▶ 2015 WV Community College Association/WV Association for Developmental Education Conference (16 hours of training credit);
- ▶ 2016 WV Community College Association/WV Association for Developmental Education Conference (11 hours of training credit);
- ▶ 2017 WV Community College Association/WV Association for Developmental Education Conference (6 hours of training credit);
- ▶ 2017 Board of Governors Training (6 hours of training credit);

For continuous opportunities, more than seven hours of training material are available on-line and can be accessed by all boards.

For the Fiscal Year 2017 reporting period, annual certifications were received from all institutional board chairs and the Commission and Council chairs.

COMMUNITY & TECHNICAL COLLEGE SYSTEM

West Virginia's two-year institutions



ACCESS

Completion of college credentials is not possible for any student unless he or she is able, both financially and geographically, to access the requisite college programs and services to be successful. Although completion of college credentials by more students remains a primary focus, community and technical colleges must continue to provide open access to education and training opportunities and ensure affordability to all.



CREDIT HEADCOUNT ENROLLMENT, FALL 2012 – 2016

West Virginia Highlights

- ▶ Students enrolled in for-credit classes decreased 4.7 percent, from 21,141 in 2015 to 20,150 in 2016.
- ▶ For-credit enrollment has decreased 19.4 percent since fall 2012.
- ▶ From 2012 to 2016, one institution (Blue Ridge Community and Technical College) realized gains in for-credit enrollment while the rest have experienced decreases.

National Context

From 2012 to 2015, the latest available data, enrollment in two-year public colleges declined 8.5 percent nationally. Enrollment in two-year public colleges made up 42.7 of total enrollment at public institutions in the fall of 2015 (NCES, 2017).

About this Measure

This indicator tracks the number of students at each institution taking for-credit classes according to fall, end-of-term data. These figures reveal the number of students working toward a degree or a specific skill set in order to garner the credentials needed to meet West Virginia's workforce needs.

CREDIT HEADCOUNT ENROLLMENT

Institution	2012	2013	2014	2015	2016	2015 - 2016 % Change	2012 - 2016 % Change
Blue Ridge Community and Technical College	4,374	5,015	5,526	5,544	5,607	1.1%	28.2%
BridgeValley Community and Technical College*	-	-	2,336	2,484	2,129	-14.3%	-
Bridgemont Community and Technical College	1,062	1,149	-	-	-	-	-
Kanawha Valley Community and Technical College	1,601	1,591	-	-	-	-	-
Eastern WV Community and Technical College	802	856	913	898	723	-19.5%	-9.9%
Mountwest Community and Technical College	2,608	2,257	2,026	1,899	2,084	9.7%	-20.1%
New River Community and Technical College	2,997	2,678	2,080	1,622	1,623	0.1%	-45.8%
Pierpont Community and Technical College	2,926	2,703	2,314	2,193	1,933	-11.9%	-33.9%
Southern West Virginia Community and Technical College	2,177	2,002	1,838	1,643	1,680	2.3%	-22.8%
West Virginia Northern Community College	2,529	2,177	1,932	2,033	1,803	-11.3%	-28.7%
WVU at Parkersburg	3,923	3,468	3,021	2,825	2,568	-9.1%	-34.5%
TOTAL	24,999	23,896	21,986	21,141	20,150	-4.7%	-19.4%

* Bridgemont Community and Technical College and Kanawha Valley Community and Technical College merged into a single institution – BridgeValley Community and Technical College – in 2014.

ANNUAL HEADCOUNT ENROLLMENT, ACADEMIC YEARS 2012-2016

West Virginia Highlights

- ▶ Annual headcount enrollment decreased 4.5 percent, from 27,571 in 2015 to 26,321 in 2016.
- ▶ Annual headcount enrollment has decreased 23.3 percent since 2012.
- ▶ From 2012 to 2016, Blue Ridge Community and Technical College realized an increase (15.5 percent) in annual headcount enrollment, while all other institutions experienced declines.

National Context

The West Virginia Community and Technical College System is actively engaged in trying to find metrics that are more appropriate and useful for the community college context. This metric does not have national comparisons, but allows community and technical colleges in West Virginia to account for all of the students they serve. Since many community college programs begin and end in the middle of a term, measuring headcount enrollment only at the end of the fall term fails to accurately depict the number of students attending community colleges.

About this Measure

Annual headcount enrollment is a measure of unduplicated credit headcount enrollment during the summer, fall, and spring.

ANNUAL HEADCOUNT ENROLLMENT

Institution	2012	2013	2014	2015	2016	2015 - 2016 % Change	2012 - 2016 % Change
Blue Ridge Community and Technical College	5,888	6,172	6,451	6,855	6,801	- 0.8%	15.5%
BridgeValley Community and Technical College	-	-	3,216	3,238	2,996	- 7.5%	-
Bridgemont Community and Technical College	1,266	1,503	110	-	-	-	-
Kanawha Valley Community and Technical College	2,113	2,117	-	-	-	-	-
Eastern WV Community and Technical College	1,101	1,143	1,129	1,133	909	- 19.8%	- 17.4%
Mountwest Community and Technical College	4,120	3,537	3,073	2,947	2,893	- 1.8%	- 29.8%
New River Community and Technical College	4,315	3,885	2,879	2,223	2,369	6.6%	- 45.1%
Pierpont Community and Technical College	3,927	3,450	2,883	2,649	2,364	- 10.8%	- 39.8%
Southern West Virginia Community and Technical College	2,747	2,456	2,286	2,100	2,054	- 2.2%	- 25.2%
West Virginia Northern Community College	3,774	3,106	2,831	2,896	2,692	- 7.0%	- 28.7%
WVU at Parkersburg	5,072	4,341	3,894	3,530	3,243	- 8.1%	- 36.1%
TOTAL	34,323	31,710	28,752	27,571	26,321	- 4.5%	- 23.3%

* Bridgemont Community and Technical College and Kanawha Valley Community and Technical College merged into a single institution – BridgeValley Community and Technical College – in 2014.

CREDIT HEADCOUNT ENROLLMENT, ADULT POPULATION (AGE 20 AND OLDER), FALL 2012-2016

West Virginia Highlights

- Adult students enrolled in for-credit classes decreased 4.6 percent, from 15,038 in 2015 to 14,353 in 2016.
- Adult, for-credit enrollment has decreased 25.3 percent since fall 2012.
- Over this five-year span from 2012 to 2016, the only gain was at Blue Ridge Community and Technical College at 25.1 percent.

National Context

According to SREB data, 6.6 percent of all public postsecondary students enrolled nationally in Fall 2013 were aged 25 to 49, down from 6.9 percent in 2011. For SREB states, the figure was 6.0 percent in 2013 and for West Virginia it was 12.5 percent (SREB, 2015). West Virginia has made gains in the percentage of its 25 to 49 year-old citizenry who are enrolled in postsecondary education. While the national average decreased from 2009 to 2013 and the SREB average remained steady at 6.0 percent of this age group, West Virginia saw an increase from 9.8 to 12.5 percent. Currently, only 28.6 percent of working aged West Virginians (25 years or older) have acquired an associate's degree or higher compared to the national average of 42.3 percent (Lumina Foundation, 2016; U.S. Census, 2015). Improvement is needed in this area by all postsecondary sectors in order to meet the state's workforce needs.

About this Measure

This indicator tracks the number of non-traditional, adult students at each institution taking for-credit classes as indicated by fall, end-of-term data. This age group is particularly important since national data indicate that the number of high school graduates will decline in the next decade and this age group will become a smaller proportion of West Virginia's population.

CREDIT HEADCOUNT ENROLLMENT, ADULT POPULATION (AGE 20 AND OLDER)

Institution	2012	2013	2014	2015	2016	2015 - 2016 % Change	2012 - 2016 % Change
Blue Ridge Community and Technical College	3,917	4,483	4,898	4,798	4,901	2.1%	25.1%
BridgeValley Community and Technical College	-	-	1,671	1,622	1,474	- 9.1%	-
Bridgemont Community and Technical College	705	631	-	-	-	-	-
Kanawha Valley Community and Technical College	1,382	1,375	-	-	-	-	-
Eastern WV Community and Technical College	587	594	635	512	367	- 28.3%	- 37.5%
Mountwest Community and Technical College	2,230	1,817	1,617	1,491	1,462	- 1.9%	- 34.4%
New River Community and Technical College	2,340	2,046	1,588	1,187	1,058	- 10.9%	- 54.8%
Pierpont Community and Technical College	1,915	1,725	1,343	1,205	1,060	- 12.0%	- 44.6%
Southern West Virginia Community and Technical College	1,443	1,271	1,099	1,077	1,115	3.5%	- 22.7%
West Virginia Northern Community College	1,866	1,589	1,397	1,195	1,119	- 6.4%	- 40.0%
WVU at Parkersburg	2,830	2,539	2,128	1,951	1,797	- 7.9%	- 36.5%
TOTAL	19,215	18,070	16,376	15,038	14,353	- 4.6%	- 25.3%

* Bridgemont Community and Technical College and Kanawha Valley Community and Technical College merged into a single institution - BridgeValley Community and Technical College - in 2014.

PART-TIME STUDENT ENROLLMENT, FALL 2012-2016

West Virginia Highlights

- ▶ Part-time student enrollment decreased increased 6.2 percent from 11,657 in 2015 to 10,930 in 2016.
- ▶ Part-time for-credit enrollment has decreased 9.9 percent since fall 2012.
- ▶ From 2012 to 2016, Blue Ridge Community and Technical College saw the largest five-year gain at 40.6 percent. Eastern West Virginia Community and Technical College also realized a gain of 11.4 percent over the same time period.

National Context

Nationally, from 2014 to 2015 the percentage of students enrolling part-time at a two-year institution increased from 60.4 percent to 61.3 percent. At public two-year institutions the percentage of students attending part-time increased from 62.7 percent in 2014 to 63.4 percent in 2015. Since 2010, that percentage has risen 2.2 percentage points (NCES, 2015).

About this Measure

This indicator tracks the number of part-time students at each institution taking for-credit classes according to fall, end-of-term data. Part-time students are defined as those who attempt less than 12 credit hours per academic semester. Part-time students typically require different interventions and accommodations than their full-time counterparts, as many have significant family and work obligations outside of coursework.

PART-TIME STUDENT ENROLLMENT

Institution	2012	2013	2014	2015	2016	2015 - 2016 % Change	2012 - 2016 % Change
Blue Ridge Community and Technical College	3,240	3,826	4,411	4,455	4,557	2.3%	40.6%
BridgeValley Community and Technical College	-	-	1,159	1,294	1,011	-21.9%	-
Bridgemont Community and Technical College	609	727	-	-	-	-	-
Kanawha Valley Community and Technical College	694	613	-	-	-	-	-
Eastern WV Community and Technical College	499	563	625	642	556	-13.4%	11.4%
Mountwest Community and Technical College	1,132	855	711	727	886	21.9%	-21.7%
New River Community and Technical College	1,289	969	693	509	660	29.7%	-48.8%
Pierpont Community and Technical College	957	989	947	927	779	-16.0%	-18.6%
Southern West Virginia Community and Technical College	779	726	626	519	484	-6.7%	-37.9%
West Virginia Northern Community College	1,369	1,223	1,002	1,205	939	-22.1%	-31.4%
WVU at Parkersburg	1,560	1,324	1,335	1,379	1,058	-23.3%	-32.2%
TOTAL	12,128	11,815	11,509	11,657	10,930	-6.2%	-9.9%

TUITION AND FEES (IN-STATE), ACADEMIC YEARS 2012-2016

West Virginia Highlights

- Increases in tuition and fees from 2015 to 2016 across the community and technical college system ranged from a low of 1.3 percent at Mountwest Community and Technical College (\$48), to a high of 9.0 percent at Eastern WV Community and Technical College College (\$270). Adjusting for inflation with the Consumer Price Index, these changes represent a 0.1 percent decrease at Mountwest Community and Technical College (\$2), and a 7.5 percent increase at Eastern WV Community and Technical College (\$235).
- Over the five-year period from 2012 to 2016, the increases varied from a low of 21.3 percent (\$824) at Pierpont Community and Technical College to a high of 37.6 percent (\$958) at West Virginia Northern Community College. Adjusted for inflation, these increases were 16.1 percent and 31.7 percent respectively.

About this Measure

This indicator provides the published price of tuition and mandatory fees for in-state students at each institution. This does not include the costs of books or room and board. It also does not include the financial aid, both federal, state, orand institutional, that reduces the cost of attendance for many students. Tuition and fees for in-state students at public two-year colleges are, on average, much lower than public four-year colleges.

TUITION AND FEES

Institution	2012	2013	2014	2015	2016	2015 - 2016 % Change	2012 - 2016 % Change
Blue Ridge Community and Technical College	\$3,120	\$3,120	\$3,432	\$3,696	\$3,864	4.5%	23.8%
BridgeValley Community and Technical College	-	-	\$3,738	\$3,850	\$4,120	7.0%	-
Bridgemont Community and Technical College	\$3,486	\$3,560	-	-	-	-	-
Kanawha Valley Community and Technical College	\$3,236	\$3,560	-	-	-	-	-
Eastern WV Community and Technical College	\$2,424	\$2,688	\$2,880	\$3,000	\$3,270	9.0%	34.9%
Mountwest Community and Technical College	\$3,048	\$3,354	\$3,520	\$3,696	\$3,744	1.3%	22.8%
New River Community and Technical College	\$3,234	\$3,460	\$3,564	\$3,706	\$3,966	7.0%	22.6%
Pierpont Community and Technical College	\$3,860	\$4,150	\$4,440	\$4,460	\$4,684	5.0%	21.3%
Southern West Virginia Community and Technical College	\$2,520	\$2,904	\$3,048	\$3,192	\$3,336	4.5%	32.4%
West Virginia Northern Community College	\$2,546	\$2,790	\$3,060	\$3,360	\$3,504	4.3%	37.6%
WVU at Parkersburg	\$2,496	\$2,721	\$2,928	\$3,216	\$3,384	5.2%	35.6%

FINANCIAL AID PARTICIPATION RATE, FALL 2012– 2016

West Virginia Highlights

- ▶ In 2016, over 50 percent of students at two of the nine institutions with available data received some form of grant aid. The percentage of students receiving grant aid was the highest at Southern West Virginia Community and Technical College at 73.5 percent.
- ▶ Over a one-year period of time, from 2015 to 2016, the financial aid participation rate decreased 4.5 percentage points, from 45.3 percent in 2015 to 40.8 percent in 2016.
- ▶ Over a five-year period of time, from 2012 to 2016, the financial aid participation rate decreased 6.3 percentage points from 47.1 percent in 2016.

National Context

As of 2014-15, the most recently available data, the NCES estimates that 76.7 percent of all students attending a public two-year institution received some form of aid at an average of \$4,505 per federal grant award.

About this Measure:

The financial aid participation rate consists of the number of students receiving federal, state, or institutional grants or waivers divided by unduplicated headcount for that year. It does not include veterans' benefits, vocational rehabilitation benefits, other educational benefits, or loans, but does include work study.

FINANCIAL AID PARTICIPATION RATE 2012-16

Institution	2012	2013	2014	2015	2016	2015-16 % Change	2012-16 % Change
Blue Ridge Community and Technical College	29.3%	29.1%	26.4%	23.0%	21.0%	- 2.0%	- 8.3%
BridgeValley Community and Technical College	-	-	45.2%	42.3%	44.0%	1.7%	-
Bridgemont Community and Technical College	30.2%	25.6%	-	-	-	-	-
Kanawha Valley Community and Technical College	63.2%	62.4%	-	-	-	-	-
Eastern WV Community and Technical College	51.6%	47.8%	46.1%	37.9%	32.8%	- 5.1%	- 18.8%
Mountwest Community and Technical College	41.7%	43.2%	48.4%	46.9%	43.0%	- 3.9%	1.3%
New River Community and Technical College	48.0%	47.3%	56.3%	56.8%	37.5%	- 19.3%	- 10.5%
Pierpont Community and Technical College	56.8%	52.9%	49.8%	45.0%	44.2%	- 0.8%	- 12.6%
Southern West Virginia Community and Technical College	57.5%	55.7%	57.9%	63.2%	73.5%	10.3%	16.0%
West Virginia Northern Community College	49.9%	51.5%	54.6%	55.4%	43.9%	- 11.5%	- 6.0%
WVU at Parkersburg	53.2%	54.0%	53.6%	67.2%	57.1%	- 10.1%	3.9%
TOTAL	47.1%	45.8%	45.8%	45.3%	40.8%	- 4.5%	- 6.3%

STUDENT SUCCESS

Student success continues to be a primary focus of the West Virginia Community and Technical College System institutions. Efforts by the nine community and technical colleges in West Virginia, focusing on assisting students in successfully completing college-level mathematics and English courses in their first year and increasing the number who go on to complete a college credential, are having a positive impact. It is essential that this progress continues with even greater emphasis and support over the next five years.



ALL CERTIFICATES AND DEGREES AWARDED, ACADEMIC YEARS 2012 – 2016

West Virginia Highlights

- ▶ The number of certificates and degrees awarded in the Community and Technical College System increased 4.9 percent from 4,758 in 2015 to 4,991 in 2016. Over the five-year period since 2012, the number of certificates and degrees conferred increased by 24.4 percent.
- ▶ Five institutions increased their certificate and degree production over the five-year period (Blue Ridge Community and Technical College, Eastern WV Community and Technical College, Mountwest Community and Technical College, New River Community and Technical College, and Southern West Virginia Community and Technical College.).

National Context

According to the National Skills Coalition, middle-skill jobs, which require more than a high school education but not a four-year degree, account for 53 percent of jobs today and will continue to account for the largest portion of jobs into the next decade. As of 2015, 57 percent of West Virginia jobs required middle skills, whereas only 49 percent of West Virginians possessed the training needed to fill those jobs (National Skills Coalition). While there has been a significant increase in certificates and degrees awarded in West Virginia, there is still work to be done. Nationally, the number of associate's degrees haves increased by 0.9 percent between 2013 and 2014 (NCES, 2017).

About this Measure

This indicator provides the total number of certificates, associate's degrees, and bachelor's degrees, whether career/technical or academic, awarded by institutions in each academic year. The certificate degree programs require at least 30 credit hours of which six credit hours must be general education. The purpose of the certificate program is to prepare students to enter directly into employment in a specific career and meet the documented workforce needs of employers. Certificate programs also provide the foundation for the Associate in Applied Science (AAS) degree for occupational programs. Like the AAS degree, the goal of certificates is to achieve acceptance as an employment credential. Associate's degrees require a minimum of 60 credit hours and indicate that the student has completed a program of academic development and has achieved a level of performance reflected in student learning outcomes sufficient to progress to upper division collegiate work or to enter directly into specific occupations in the workforce. There are three types of associate's degrees: Associate in Arts (AA), Associate in Science (AS), and the Associate in Applied Science (AAS).

ALL CERTIFICATES AND DEGREES AWARDED

Institution	2012	2013	2014	2015	2016	2015 - 2016 % Change	2012 - 2016 % Change
Blue Ridge Community and Technical College	802	763	943	987	1,137	15.2%	41.8%
BridgeValley Community and Technical College*	-	-	579	535	589	10.1%	-
Bridgemont Community and Technical College	197	212	-	-	-	-	-
Kanawha Valley Community and Technical College	401	449	-	-	-	-	-
Eastern WV Community and Technical College	108	143	158	145	140	-3.4%	29.6%
Mountwest Community and Technical College	370	804	945	843	904	7.2%	144.3%
New River Community and Technical College	287	344	293	314	382	21.7%	33.1%
Pierpont Community and Technical College	424	385	412	397	372	-6.3%	-12.3%
Southern West Virginia Community and Technical College	237	378	306	384	398	3.6%	67.9%
West Virginia Northern Community College	415	377	384	360	412	14.4%	-0.7%
WVU at Parkersburg	770	841	777	793	657	-17.2%	-14.7%
TOTAL	4,011	4,696	4,797	4,758	4,991	4.9%	24.4%

* Bridgemont and Kanawha Valley Community and Technical Colleges merged into a single institution – BridgeValley Community and Technical College – in 2014.

COMPLETION ON LICENSURE/CERTIFICATION EXAMS, TEST TAKERS JULY 1, 2016 TO JUNE 30, 2017

West Virginia Highlights

- ▶ Of all undergraduate certificate completers who took Allied Health licensure examinations, 89.2 percent passed. Four individual test pass rates were greater than 95 percent with three (Emergency Medical Services, Gerontology, and Medical Assisting) recording 100.0 percent pass rates.
- ▶ Of all associate's degree completers who took an Allied Health licensure examination, 88.2 percent passed. The exam pass rates ranged from a high of 100 percent for Health Information Technology and Dental Hygiene to a low of 50.0 percent for Pharmacy Technicians.
- ▶ Collectively, students completing undergraduate certificates who took business/industry licensure examinations had a 48.7 percent pass rate. Undergraduate certificate business/licensure exams include several different types of curriculum areas including Criminal Justice, Mechatronics, Power Plant Technology, and Industrial Maintenance Technology.
- ▶ Associate's degree program students who took business/industry licensure examinations had an 81.6 percent pass rate. Associate's business/industry licensure exams include diverse curriculum areas such as Computer Networking Engineering Technologies, Advanced Manufacturing, Welding Technology, Electrical Engineering Technology, and many others.

National Context

National context data for certification/licensure pass rates for programs at the certificate and associate's degree level are both difficult to obtain and compare. In many cases, different profit and nonprofit organizations offer licensure examinations for the same profession/skill set. Further complicating matters, individual states and regional consortiums have different standards for testing and passageing. When passage rates are found, it is difficult to discern the level of degree to which the passage rate applies. An example of best reporting practices comes from the National Council for State Boards of Nursing, which releases regular reports on national licensure passage rates at each degree level. As of June 2016, West Virginia nursing students at the associate's degree level passed their licensure exams at a higher rate (94.5 percent) than the national average of 82.7 percent.

About this Measure

This indicator provides the number of students finishing either associate's degree or certificate programs who sat for some type of licensure examination, or the number who passed that test according to the individual test standards. It provides an external indicator of how well colleges are providing students with the knowledge and skills necessary to enter the workforce.

PASS RATES OF UNDERGRADUATE CERTIFICATE COMPLETERS ON ALLIED HEALTH LICENSURE/CERTIFICATION EXAMINATIONS

Certificate Degree Program	Examined	Passed	Pass Rate
Emergency Medical Services	12	12	100.0%
Gerontology	3	3	100.0%
Licensed Practical Nurse	41	40	97.6%
Medical Assisting	22	22	100.0%
Medical Billing & Coding	31	21	67.7%
Patient Care Technician	7	6	85.7%
Phlebotomy	50	44	88.0%
TOTALS	166	148	89.2%

PASS RATES OF ASSOCIATE'S DEGREE COMPLETERS ON ALLIED HEALTH LICENSURE/CERTIFICATION EXAMINATIONS

Associate Degree Program	Examined	Passed	Pass Rate
Dental Hygiene	32	32	100.0%
EMS Paramedic	10	7	70.0%
Gerontology	92	74	80.4%
Health Information Technology	3	3	100.0%
Massage Therapy	20	13	65.0%
Medical Assistant	56	53	94.6%
Medical Laboratory Technology	28	24	85.7%
Nuclear Medicine Technology	15	14	93.3%
Nursing	187	181	96.8%
Pharmacy Technician	8	4	50.0%
Physical Therapist Assistant	51	43	84.3%
Radiologic Technology	42	39	92.9%
Respiratory Therapy	28	26	92.9%
Surgical Technology	23	19	82.6%
Veterinary Technology	32	21	65.6%
TOTALS	627	553	88.2%

PASS RATE OF DEGREE COMPLETERS ON BUSINESS/INDUSTRY EXAMINATIONS*

Program Level	Examined	Passed	Pass Rate
Certificate Program	234	114	48.7%
Associate Degree Program	771	629	81.6%

* Due to the number of business/industry licensure exams individual pass rates are not shown.

COMMUNITY COLLEGE STUDENTS ENTERING BACHELOR'S DEGREE PROGRAMS THE FOLLOWING FALL, FALL 2011 – 2015

West Virginia Highlights

- ▶ The number of students entering bachelor's degree programs the following fall after enrollment in a community college decreased from 1,426 in the Fall of 2014 to 1,299 in the Fall of 2015, a decrease of 8.9 percentage points.
- ▶ Over the five-year time span, from 2011 to 2015, the number of community college students entering bachelor's degree programs the fall following community college enrollment decreased by 30.0 percent from 1,855 students for 2011 to 1,299 for 2015.
- ▶ The number of students who entered a bachelor's degree program in 2015 compared to 2014 enrollment numbers varied widely by institution. Five institutions saw increases (Blue Ridge Community and Technical College, Eastern WV Community and Technical College, Mountwest Community and Technical College, New River Community and Technical College, and West Virginia Northern Community College) from 2014 to 2015 while four institutions saw decreases (BridgeValley Community and Technical College, Pierpont Community and Technical College, Southern West Virginia Community and Technical College, and WVU at Parkersburg).

National Context

Transfer rates from community colleges to four-year institutions can vary based on student preparation, background, and motivation. National Student Clearinghouse (2015) data on the 2008 cohort of first-time students found that 37.2 percent of all college students transferred institutions at least once in a six-year period. Nationally, 42.2 percent of all students who transferred from a public two-year institution moved to a public four-year institution in their first transfer. This compares favorably to the 36.5 percent of students transferring from a two-year institution to another two-year institution (NSC, 2015).

About this Measure

This indicator provides the number of students who enroll in a bachelor's degree program the following fall after having been enrolled at a community and technical college in the fall of the year indicated. Although many programs at the community college aim to prepare students for direct entry into an occupation, another function of community colleges is to provide general education that prepares students to pursue a bachelor's degree.

CTCS STUDENTS ENTERING BACHELOR'S DEGREE PROGRAM FOLLOWING FALL

Institution	2011	2012	2013	2014	2015	2014 - 2015 % Change	2011 - 2015 % Change
Blue Ridge Community and Technical College	145	133	146	158	168	6.3%	15.9%
BridgeValley Community and Technical College*	-	-	118	103	88	-14.6%	-
Bridgemont Community and Technical College	57	38	28	-	-	-	-
Kanawha Valley Community and Technical College	132	90	-	-	-	-	-
Eastern WV Community and Technical College	30	15	19	27	31	14.8%	3.3%
Mountwest Community and Technical College	129	91	70	82	94	14.6%	-27.1%
New River Community and Technical College	173	138	125	107	116	8.4%	-32.9%
Pierpont Community and Technical College	269	254	223	179	132	-26.3%	-50.9%
Southern West Virginia Community and Technical College	113	107	121	120	101	-15.8%	-10.6%
West Virginia Northern Community College	116	88	85	60	70	16.7%	-39.7%
WVU at Parkersburg	691	674	637	590	499	-15.4%	-27.8%
TOTAL	1,855	1,628	1,572	1,426	1,299	-8.9%	-30.0%

* As BridgeValley Community and Technical College was established in 2014 through the merger of Bridgemont and Kanawha Valley Community and Technical Colleges, outcomes data are not available prior to 2014.

EMPLOYMENT PLACEMENT, COHORT YEARS, 2010 – 2014

West Virginia Highlights

- ▶ From 2013 to 2014, the employment placement rates remained stable, increasing 0.7 percentage points.
- ▶ Over the one-year time period, from 2013 to 2014, employment placement rates increased at five of the nine institutions. Southern West Virginia Community and Technical College saw the largest one-year gain at 7.4 percent, increasing from 69.3 percent in 2013 to 76.7 percent in 2014.
- ▶ Over the five-year span, from 2010 to 2014, employment placement rates have increased 0.6 percentage points. Six of eight institutions (excluding BridgeValley Community and Technical College) saw increases in employment placement. The two largest five-year increases were at Eastern WV Community and Technical College (12.9 percent) and New River Community and Technical College (12.1 percent).

National Context

No recent national comparison data on employment placement were available at the time of publication.

About this Measure

This measure reports the percentage of graduates who enter the workforce within two years of graduating and work at least one quarter. It is important to note that due to data restrictions employment placement is only representative of graduates working in the state of West Virginia. It is likely this has an effect on the employment placement rate of institutions who are close to the state border.

EMPLOYMENT PLACEMENT

Institution	2010	2011	2012	2013	2014	2013-14 % Change	2010-14 % Change
Blue Ridge Community and Technical College	58.8%	59.2%	55.5%	56.9%	62.2%	5.3%	3.4%
BridgeValley Community and Technical College*	-	-	82.1%	83.3%	85.2%	1.9%	-
Bridgemont Community and Technical College	78.3%	81.6%	90.1%	86.1%	-	-	-
Kanawha Valley Community and Technical College	82.6%	87.7%	-	-	-	-	-
Eastern WV Community and Technical College	57.7%	82.1%	69.9%	75.7%	70.6%	- 5.1%	12.9%
Mountwest Community and Technical College	67.2%	66.8%	59.3%	61.7%	61.1%	- 0.6%	- 6.1%
New River Community and Technical College	67.9%	74.7%	73.5%	73.5%	80.0%	6.5%	12.1%
Pierpont Community and Technical College	82.2%	80.7%	78.4%	78.7%	83.0%	4.3%	0.8%
Southern West Virginia Community and Technical College	69.1%	70.5%	71.4%	69.3%	76.7%	7.4%	7.6%
West Virginia Northern Community College	65.2%	61.4%	69.9%	70.7%	66.5%	- 4.2%	1.3%
WVU at Parkersburg	68.4%	67.7%	68.0%	69.6%	65.7%	- 3.9%	- 2.7%
TOTAL	70.0%	70.8%	69.7%	69.9%	70.6%	0.7%	0.6%

* As BridgeValley Community and Technical College was established in 2014 through the merger of Bridgemont and Kanawha Valley Community and Technical Colleges, outcomes data are not available prior to 2014.

PERCENTAGE OF STUDENTS ENROLLING IN DEVELOPMENTAL EDUCATION COURSES, FIRST-TIME FRESHMEN, FALL 2012-2016

West Virginia Highlights

- Some institutions have seen dramatic drops in the percent of first-time freshmen requiring developmental education. This is largely due to boot camp courses that some institutions have implemented prior to students enrolling. Boot camp courses provide students an opportunity to brush up on basic academic skills which often negate the need for developmental education.
- The percentage of students enrolled in developmental education courses decreased 1.1 percent from 50.3 percent in 2015 to 49.2 percent in 2016. Over the five-year period, the percentage of students enrolled in developmental education courses decreased 13.5 percentage points.
- The institution with the highest proportion of students enrolled in developmental education in 2014 was Eastern WV Community and Technical College (64.8 percent), while the lowest was Pierpont Community and Technical College (0.3 percent).
- Enrollment in developmental education courses increased between 2015 and 2016 at four institutions (BridgeValley Community and Technical College, Southern West Virginia Community and Technical College, West Virginia Northern Community College, and WVU at Parkersburg). Between 2012 and 2016, enrollment in developmental education courses increased at only one institution (Mountwest Community and Technical College).

National Context

Identifying reliable comparison data about developmental education course-taking is challenging considering the differences that exist across states and institutional placement policies. A 2012 report by Complete College America puts the percentage of students at two-year colleges that require remediation at 51.7 percent, while a survey of students conducted by the National Center for Education Statistics (2012) reports that 40.3 percent of first-time students at community colleges enrolled in at least one developmental education course.

About this Measure

Students enroll in developmental education courses when their scores on the ACT exam or placement tests, such as COMPASS or ACCUPLACER, indicate that they are not ready to undertake college-level work. While students who require developmental education may be recent high school graduates, they may also be adult learners who have been out of school for a number of years.

PERCENTAGE OF FIRST-TIME FRESHMEN ENROLLING IN DEVELOPMENTAL COURSES

Institution	2012	2013	2014	2015	2016	2015-16 % Change	2012-16 % Change
Blue Ridge Community and Technical College	51.8%	53.5%	58.2%	58.4%	51.7%	- 6.7%	- 0.1%
BridgeValley Community and Technical College	-	-	63.8%	60.1%	62.6%	2.5%	-
Bridgemont Community and Technical College	65.2%	79.0%	-	-	-	-	-
Kanawha Valley Community and Technical College	74.1%	78.7%	-	-	-	-	-
Eastern WV Community and Technical College	67.5%	75.6%	78.7%	85.5%	64.8%	- 20.7%	- 2.7%
Mountwest Community and Technical College	45.7%	39.0%	57.0%	51.1%	51.0%	- 0.1%	5.3%
New River Community and Technical College	66.7%	70.3%	68.5%	58.2%	58.2%	0.0%	- 8.5%
Pierpont Community and Technical College	65.5%	56.0%	40.9%	15.3%	0.3%	- 15.0%	- 65.2%
Southern West Virginia Community and Technical College	72.3%	67.2%	61.4%	58.3%	60.8%	2.5%	- 11.5%
West Virginia Northern Community College	76.4%	52.1%	52.7%	51.0%	51.4%	0.4%	- 25.0%
WVU at Parkersburg	61.0%	61.1%	62.0%	44.7%	52.8%	8.1%	- 8.2%
TOTAL	62.7%	60.5%	58.7%	50.3%	49.2%	- 1.1%	- 13.5%

* Bridgemont Community and Technical College and Kanawha Valley Community and Technical College merged into a single institution - BridgeValley Community and Technical College - in 2014.

PERCENTAGE OF FIRST-TIME FRESHMEN ENROLLED IN DEVELOPMENTAL EDUCATION COURSES PASSING SUBSEQUENT COLLEGE-LEVEL COURSEWORK WITHIN TWO YEARS, ACADEMIC YEARS 2011-2015

West Virginia Highlights

- ▶ The proportion of first-time freshmen who enrolled in developmental education in English and then passed the subsequent college-level course within two years increased from 49.3 percent in 2014 to 59.0 percent in 2016, a 9.7 percentage point increase.
- ▶ The proportion of freshmen who took developmental education in math and then passed the subsequent college-level course within two years increased by 9.9 percentage points from 41.2 percent in 2014 to 51.1 percent in 2015.
- ▶ From 2011 to 2015, the proportion of students taking developmental education and passing the subsequent college-level course increased 20.3 percentage points in English and 34.8 percentage points in math.

National Context

Data from 26 states compiled by Complete College America (2012) show that of those first-time entry students who enroll in developmental courses, 22.3 percent complete them and the subsequent college-level course within two years. Among the 11 SREB states that submitted data to Complete College America, 22.8 percent of first-time freshmen who enrolled in developmental courses successfully completed them and the subsequent college-level course within two years.

About this Measure

This indicator provides the proportion of first-time freshmen students who, within two years of matriculation, passed the entry-level college courses in English and math after having been enrolled in developmental courses in those areas. Students passing co-requisite developmental courses are also counted as successfully completing a college level course from 2011 forward. These courses blend developmental education and traditional college level courses. It is a good measure of how successful developmental courses are in achieving their goal of preparing students to do college-level work.

PERCENTAGE OF FIRST-TIME FRESHMEN ENROLLED IN DEVELOPMENTAL EDUCATION COURSES PASSING SUBSEQUENT COLLEGE-LEVEL COURSEWORK WITHIN TWO YEARS

Institution	Subject	2011	2012	2013	2014	2015
Blue Ridge Community and Technical College	English/Writing	31.6%	36.8%	39.6%	44.0%	49.6%
	Math	12.3%	21.5%	28.3%	40.5%	45.6%
BridgeValley Community and Technical College*	English/Writing	-	-	44.5%	76.8%	80.5%
	Math	-	-	33.8%	43.0%	64.3%
Bridgemont Community and Technical College	English/Writing	43.6%	51.3%	51.1%	-	-
	Math	14.9%	11.1%	41.0%	-	-
Kanawha Valley Community and Technical College	English/Writing	41.3%	32.2%	-	-	-
	Math	21.2%	29.1%	-	-	-
Eastern WV Community and Technical College	English/Writing	49.3%	52.5%	38.8%	55.8%	58.8%
	Math	27.1%	20.3%	4.7%	14.8%	13.3%

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PERCENTAGE OF FIRST-TIME FRESHMEN ENROLLED IN DEVELOPMENTAL EDUCATION COURSES PASSING SUBSEQUENT COLLEGE-LEVEL COURSEWORK WITHIN TWO YEARS

Institution	Subject	2011	2012	2013	2014	2015
Mountwest Community and Technical College	English/Writing	39.3%	48.0%	43.5%	39.3%	50.9%
	Math	23.3%	30.9%	34.4%	59.1%	64.6%
New River Community and Technical College	English/Writing	37.9%	48.1%	41.5%	45.3%	42.5%
	Math	31.1%	32.6%	35.9%	36.8%	47.6%
Pierpont Community and Technical College	English/Writing	36.5%	37.6%	36.5%	31.9%	28.3%
	Math	13.5%	7.7%	12.6%	14.1%	28.6%
Southern West Virginia Community and Technical College	English/Writing	37.7%	37.8%	50.8%	48.6%	72.4%
	Math	11.6%	9.2%	20.7%	52.6%	48.6%
West Virginia Northern Community College	English/Writing	41.9%	40.3%	38.5%	33.9%	36.6%
	Math	9.4%	12.4%	18.7%	27.5%	29.6%
WVU at Parkersburg	English/Writing	37.6%	45.1%	43.2%	68.5%	69.5%
	Math	12.2%	16.3%	18.4%	47.7%	73.3%
TOTAL	English/Writing	38.7%	42.2%	43.1%	49.3%	59.0%
	Math	16.3%	18.7%	25.3%	41.2%	51.1%

* Bridgemont Community and Technical College and Kanawha Valley Community and Technical College merged into a single institution – BridgeValley Community and Technical College – in 2014.

WORKFORCE DEVELOPMENT

Due to the growing skills gap in West Virginia, it is essential that the institutions of the West Virginia Community and Technical College System understand the job needs in each service district and focus efforts on helping students acquire the skills required to fill those jobs. To do so, the System must continue to strengthen its capacity to develop a competitive workforce that meets the needs of current and future West Virginia businesses.



SKILL ENHANCEMENT, SKILL SET, AND ADVANCED SKILL SET CERTIFICATE COMPLETERS (LESS THAN ONE YEAR), ACADEMIC YEARS 2015-2016

West Virginia Highlights

- ▶ The total percent of skill enhancement completers has increased while skill set, and advanced skillset completers declined between 2015-16 and 2016-17 academic years. These figures are largely responsive to the needs in the workforce in the immediate regions surrounding an institution.
- ▶ The percent of skill enhancements completers increased at five institutions from 2015-16 to 2016-17. West Virginia University at Parkersburg had the largest increase at 133 percent.
- ▶ The percent of skill sets completers increased at two institutions between the 2015-16 and 2016-17 academic years. West Virginia University at Parkersburg had the largest increase at 184.6 percent.
- ▶ The percent of advanced skill set completers increased at four institutions between the 2015-16 and 2016-17 academic years. West Virginia Northern Community College had the largest increase at 433.3 percent.

National Context

According to the SREB, there were 511,051 sub-bachelor's certificates awarded nationally in the 2012-13 academic throughout all sectors. Sub-bachelor's certificates include one- but less than two-year certificates and two- but less than four-year certificates. Of these certificates, 43.4 percent were awarded by public institutions and a majority of recipients were women (65.1 percent). In West Virginia, 70.5 percent of sub-bachelor's certificates were awarded at a public institution and 67.5 percent of recipients were women (SREB, 2015). In the West Virginia public system, no four-year institutions award sub-bachelor's certificates, so all data are representative of public two-year institutions.

About this Measure

This indicator provides the number of students completing skill enhancement, skill sets, and advanced skill set programs. A skill enhancement is an abbreviated course/workshop that serves to enhance an individual's job performance or job skills and carries a value of less than 15 contact hours or an equivalency of less than one credit hour. A skill set is a course, series of courses, or competencies that prepares individuals for a specific job skill and carries a value of 15 to 179 contact hours or an equivalency of 1 to less than 12 credit hours. An advanced skill set is a series of workforce-related courses or competencies that prepare individuals for a specific skill and carries a value of 180 to 435 contact hours or an equivalency of 12 to less than 30 credit hours. These programs are designed to meet immediate and crucial workforce needs. Because these programs are designed to react to workforce needs, there are often legitimate fluctuations in number of completers from year to year.

SKILLSETS

Institution	2015-16			2016-17		
	Skill Enhancement	Skill Set	Advanced Skill Set	Skill Enhancement	Skill Set	Advanced Skill Set
Blue Ridge Community and Technical College	1,555	7,148	70	2,236	6,207	49
BridgeValley Community and Technical College*	1,420	290	167	1,322	185	10
Eastern WV Community and Technical College	939	230	139	1,540	230	89
Mountwest Community and Technical College	144	434	189	52	343	350
New River Community and Technical College	203	672	11	102	423	27
Pierpont Community and Technical College	416	645	137	315	522	80
Southern WV Community and Technical College	1,725	430	15	2,811	181	54
WV Northern Community College	278	333	9	526	616	48
WVU at Parkersburg	1,748	201	17	4,073	572	13
TOTALS	8,428	10,383	754	12,977	9,279	720

* Bridgemont Community and Technical College and Kanawha Valley Community and Technical College merged into a single institution - BridgeValley Community and Technical College - in 2014.

TRAINING CONTACT (CLOCK) HOURS DELIVERED, ACADEMIC YEARS 2012 – 2016

West Virginia Highlights

- ▶ The total number of training contact hours delivered in the Community and Technical College System decreased 0.6 percent, from 802,650 in 2015 to 797,496 in 2016.
- ▶ Since 2012, the number of training hours delivered has declined 8.1 percent.
- ▶ Between 2012 and 2016, three institutions have increased their number of training contact hours: Blue Ridge Community and Technical College (59.0 percent), Eastern WV Community and Technical College (122.5 percent), and Mountwest Community and Technical College (628.8 percent).

National Context

The last national report on training contact (clock) hours delivered was published in 2008. With no recent national comparison data available, an updated national context for this item cannot be provided at this time.

About this Measure

This indicator provides the number of contact or clock hours delivered in training activities each academic year. It is a measure of instructional productivity determined by multiplying the number of students served by the number of session hours. Training hours are largely non-credit, workforce development, and implemented for specific employers either at the work site or on campus.

TRAINING CLOCK HOURS

Institution	2012	2013	2014	2015	2016	2015-2016 % Change	2012-2016 % Change
Blue Ridge Community and Technical College	200,413	260,564	177,570	336,855	318,750	- 5.4%	59.0%
BridgeValley Community and Technical College*	-	-	98,497	104,639	56,974	- 45.6%	-
Bridgemont Community and Technical College	96,525	273,901	-	-	-	-	-
Kanawha Valley Community and Technical College	81,329	69,862	-	-	-	-	-
Eastern WV Community and Technical College	21,339	57,189	62,799	71,656	47,489	- 33.7%	122.5%
Mountwest Community and Technical College	21,802	68,817	46,724	93,950	158,886	69.1%	628.8%
New River Community and Technical College	192,909	29,119	14,257	47,148	30,642	- 35.0%	- 84.1%
Pierpont Community and Technical College	112,882	65,096	59,158	82,380	57,190	- 30.6%	- 49.3%
Southern WV Community and Technical College	33,093	34,451	18,931	17,517	23,515	34.2%	- 28.9%
WV Northern Community College	58,972	24,356	11,045	20,885	58,241	178.9%	- 1.2%
WVU at Parkersburg	48,276	26,185	21,288	27,620	45,809	65.9%	- 5.1%
TOTAL	867,540	909,539	510,268	802,650	797,496	- 0.6%	- 8.1%

* Bridgemont Community and Technical College and Kanawha Valley Community and Technical College merged into a single institution - BridgeValley Community and Technical College - in 2014.

CAREER-TECHNICAL CERTIFICATE PROGRAM COMPLETERS, ACADEMIC YEARS 2012– 2016

West Virginia Highlights

- ▶ The number of students completing career-technical certificate programs increased by 7.4 percent from 1,361 in 2015 to 1,462 in 2016.
- ▶ The number of certificate completers increased at four of the nine institutions with available data from 2015 to 2016. The biggest one-year increase was New River Community and Technical College by 62.3 percentage points, from 114 in 2015 to 185 in 2016.
- ▶ Since 2012, the number of certificate completers has increased from 858 to 1,462, a growth of 70.4 percent. The number of those certificate completers increased at five institutions in the same time period. The largest five-year increase was 1746.4 percentage points at Mountwest Community and Technical College, from 28 in 2012 to 517 in 2016.

National Context

In 2011-12, more than three-fourths of undergraduate students seeking sub-baccalaureate credentials were enrolled in two-year institutions. The number of students earning these credentials increased by 71 percent between 2002 and 2012, compared to a 54 percent increase in all undergraduate awards (NACTE, 2014).

About this Measure

This indicator provides the number of students completing certificate programs that are designed to prepare students to enter directly into employment in a specific career and meet the workforce needs of local employers. The certificate programs require at least 30 credit hours of which six credit hours must be in general education.

CAREER-TECHNICAL CERTIFICATE PROGRAM COMPLETERS

Institution	2012	2013	2014	2015	2016	2015 - 2016 % Change	2012 - 2016 % Change
Blue Ridge Community and Technical College	272	99	216	200	258	29.0%	- 5.1%
BridgeValley Community and Technical College*	-	-	113	144	128	- 11.1%	-
Bridgemont Community and Technical College	38	27	-	-	-	-	-
Kanawha Valley Community and Technical College	69	45	-	-	-	-	-
Eastern WV Community and Technical College	37	47	65	61	49	- 19.7%	32.4%
Mountwest Community and Technical College**	28	456	549	456	517	13.4%	1746.4%
New River Community and Technical College	66	83	68	114	185	62.3%	180.3%
Pierpont Community and Technical College	63	53	61	47	42	- 10.6%	- 33.3%
Southern West Virginia Community and Technical College	38	48	38	55	54	- 1.8%	42.1%
West Virginia Northern Community College	114	89	111	114	136	19.3%	19.3%
WVU at Parkersburg	133	89	102	170	93	- 45.3%	- 30.1%
TOTAL	858	1,036	1,323	1,361	1,462	7.4%	70.4%

* Bridgemont Community and Technical College and Kanawha Valley Community and Technical College merged into a single institution – BridgeValley Community and Technical College – in 2014.

** The increase at Mountwest Community and Technical College is due to awarding credentials to students who previously were enrolled and had successfully completed certificate requirements. The institution has also been encouraging current students to apply for certificates for which they qualify.

CAREER-TECHNICAL ASSOCIATE'S PROGRAM COMPLETERS, ACADEMIC YEARS 2012 – 2016

West Virginia Highlights

- ▶ The number of students completing career-technical associate's programs decreased 0.9 percent from 2,493 in 2015 to 2,471 in 2016.
- ▶ Career-technical associate's program completion increased by 2.6 percent since 2012. Four institutions experienced gains since 2012 with Blue Ridge Community and Technical College seeing the greatest five-year increase at 40.1 percent.

National Context

The number of students who have completed associate's degrees in career/technical education at any type of institution across the country increased 72.6 percent from 2002 (355,219) to 2012 (612,963). The share of career-technical education degrees awarded as a percentage of all undergraduate awards has increased from 38 percent in 2002 to 42.2 percent in 2012 (NACTE, 2014).

About this Measure

This indicator provides the number of students who completed associate's degree programs in career-technical fields each academic year. Associate's degrees require a minimum of 60 credit hours and indicate that the student has completed a program of academic development and has achieved a level of performance reflected in student learning outcomes sufficient to progress to upper division collegiate work or to enter directly into specific occupations in the workforce.

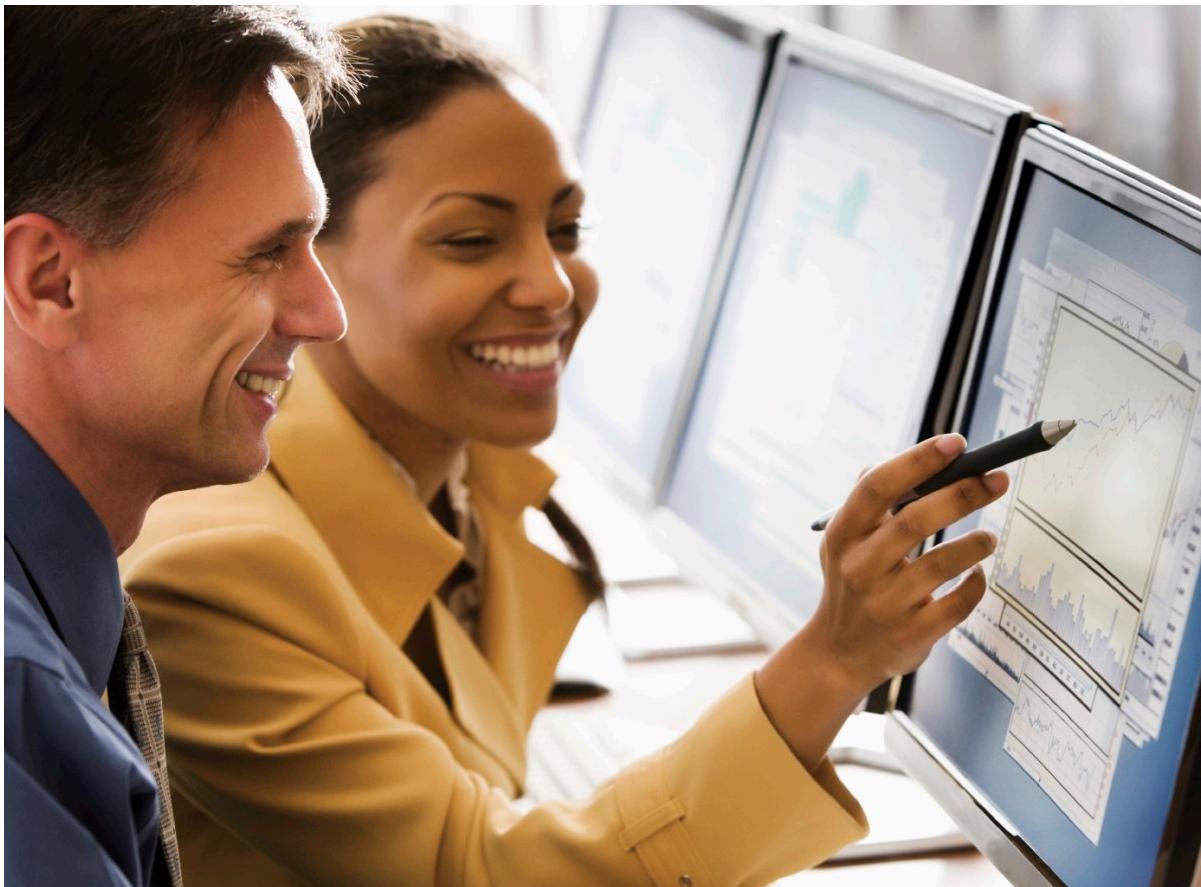
CAREER-TECHNICAL ASSOCIATE'S PROGRAM COMPLETERS

Institution	2012	2013	2014	2015	2016	2015 - 2016 % Change	2012 - 2016 % Change
Blue Ridge Community and Technical College	322	356	397	439	451	2.7%	40.1%
BridgeValley Community and Technical College*	-	-	385	360	369	2.5%	-
Bridgemont Community and Technical College	156	178	-	-	-	-	-
Kanawha Valley Community and Technical College	273	258	-	-	-	-	-
Eastern WV Community and Technical College	41	66	77	58	56	-3.4%	36.6%
Mountwest Community and Technical College	335	342	388	375	372	-0.8%	11.0%
New River Community and Technical College	191	239	209	189	177	-6.3%	-7.3%
Pierpont Community and Technical College	340	312	329	336	310	-7.7%	-8.8%
Southern West Virginia Community and Technical College	171	222	167	213	228	7.0%	33.3%
West Virginia Northern Community College	239	209	228	193	209	8.3%	-12.6%
WVU at Parkersburg	341	383	345	330	299	-9.4%	-12.3%
TOTAL	2,409	2,565	2,525	2,493	2,471	-0.9%	2.6%

* Bridgemont Community and Technical College and Kanawha Valley Community and Technical College merged into a single institution – BridgeValley Community and Technical College – in 2014.

RESOURCES

To produce more graduates with the general education and workplace skills required for the jobs of the 21st Century economy, and to assist in creating opportunities for economic growth in the state, West Virginia's community and technical colleges must develop strategies that garner additional financial support from both public and private sources. However, it is just as essential that the institutions of the West Virginia Community and Technical College System strive to operate more efficiently and make better use of existing resources during these uncertain economic times. If students are to be served more effectively, resulting in more students completing college credentials, both additional resources and more efficient operations will be required.



ONE-YEAR RETENTION RATES, COHORT 2011-2015

West Virginia Highlights

- ▶ The proportion of first-time freshmen retained to any institution increased 2.5 percentage points, from 48.4 percent for the fall 2014 cohort to 50.9 percent for the fall 2015 cohort.
- ▶ Between the years of 2014 cohort and 2015 cohort, the one-year retention rate increased at six institutions (Blue Ridge Community and Technical College, BridgeValley Community and Technical College, Mountwest Community and Technical College, New River Community and Technical College, Pierpont Community and Technical College, and WVU at Parkersburg).
- ▶ Over the five-year time span covered, the retention rate increased 5.6 percentage points from the 45.3 percent retention rate for the fall 2011 cohort to 50.9 percent for the fall 2015 cohort.

National Context

This report utilizes full- and part-time student retention rates while national statistics focus on only full-time students. Because of the state's community and technical college student demographic, this combined measurement is useful in West Virginia. However, because national retention rates utilize only full-time students, their rates tend to be higher.

The proportion of first-time, full-time, degree- or certificate-seeking students at two-year public institutions in SREB states who remained enrolled at the same institution or who transferred to another institution remained steady at 64 percent for the fall 2012 students returning in fall 2013 and the fall of 2013 students returning in fall 2014 (SREB, 2016).

About this Measure

This indicator provides the proportion of all first-time freshmen who are enrolled the following year at any West Virginia public college or university. Data capabilities at this point do not allow tracking of students who transfer to private or out-of-state public institutions. Students are more likely to drop out during their first year of college than at any other time. The ability to provide support that will assist with retention during this first year will increase the likelihood of higher graduation rates. Both degree and certificate seeking students were included. This first-year retention is an important milestone on the way to completion of a degree or certificate.

ONE-YEAR RETENTION RATES

Institution	2011	2012	2013	2014	2015	2014-15 % Change	2011-15 % Change
Blue Ridge Community and Technical College	48.0%	55.3%	50.6%	53.5%	59.1%	5.6%	11.1%
BridgeValley Community and Technical College*	-	-	48.4%	50.3%	53.6%	3.3%	-
Bridgemont Community and Technical College	57.6%	50.4%	57.4%	-	-	-	-
Kanawha Valley Community and Technical College	54.9%	46.2%	-	-	-	-	-
Eastern WV Community and Technical College	62.4%	59.5%	50.0%	50.0%	47.8%	-2.2%	-14.6%
Mountwest Community and Technical College	32.2%	30.8%	42.0%	39.8%	45.8%	6.0%	13.6%
New River Community and Technical College	39.7%	44.1%	45.2%	41.2%	43.1%	1.9%	3.4%
Pierpont Community and Technical College	44.1%	43.6%	44.7%	48.7%	51.7%	3.0%	7.6%
Southern West Virginia Community and Technical College	49.5%	46.1%	53.4%	56.3%	54.8%	-1.5%	5.3%
West Virginia Northern Community College	48.0%	47.8%	53.5%	49.7%	49.3%	-0.4%	1.3%
WVU at Parkersburg	45.4%	52.3%	48.6%	47.5%	51.0%	3.5%	5.6%
TOTAL	45.3%	45.4%	48.3%	48.4%	50.9%	2.5%	5.6%

* Bridgemont Community and Technical College and Kanawha Valley Community and Technical College merged into a single institution – BridgeValley Community and Technical College – in 2014.

STATE APPROPRIATIONS, FISCAL YEARS 2013 – 2017

West Virginia Highlights

- ▶ State appropriations for the state's two-year institutions reached a five-year low in Fiscal Year 2016. In Fiscal Year 2017, the State appropriated about \$160,000 more dollars than the previous year.
- ▶ Over the four-five-year period between Fiscal Years 2013 and 2017, state funding for two-year institutions declined 13.2 percent, or \$8.5 million.

National Context

According to data obtained from the Southern Regional Education Board (SREB), state funding for higher education saw an average increase of 4.1 percent between Fiscal Years 2015 and 2016. Over the five-year period from FY11 to FY16, state appropriations increased by an average of 7.4 percent. West Virginia was one of only nine states to reduce state higher education funding between FY 15 and 16, and one of only 15 states in which state appropriations declined over the five-year period. Nationally, five-year reductions ranged from 1.2 percent in Tennessee to 27.3 percent in Arizona. Among the 16 SREB states, six (including West Virginia) reduced funding for higher education over the five-year period, while only three states (including West Virginia) imposed cuts between FY15 and FY16.

About this Measure

Total state appropriations reflect the annual sum of money set aside by the Legislature to support the operations of West Virginia's public two-year institutions of higher education. The values provided in this table represent actual funding amounts, including any reductions imposed or supplemental appropriations granted during the fiscal year. Values shown are in current dollars, which are not adjusted for inflation.

TOTAL STATE APPROPRIATIONS, FISCAL YEARS 2012 TO 2017 (CURRENT DOLLARS)

Institution	Total State Funding Allocation					
	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	FY 2013-2017 % Change
Blue Ridge Community and Technical College	\$5,138,415	\$4,706,653	\$4,640,378	\$4,423,242	\$4,880,509	- 5.0%
BridgeValley Community and Technical College *	-	-	\$7,774,924	\$7,411,115	\$7,350,906	-
Bridgemont Community and Technical College	\$3,973,597	\$4,134,831	-	-	-	-
Kanawha Valley Community and Technical College	\$4,125,664	\$3,778,999	-	-	-	-
Eastern WV Community and Technical College	\$2,100,509	\$1,924,011	\$1,895,244	\$1,806,561	\$1,796,643	- 14.5%
Mountwest Community and Technical College	\$6,352,577	\$5,818,793	\$5,731,087	\$5,459,985	\$5,458,142	- 14.1%
New River Community and Technical College	\$6,305,522	\$5,775,692	\$5,681,907	\$5,416,035	\$5,389,150	- 14.5%
Pierpont Community and Technical College	\$8,443,703	\$7,734,209	\$7,584,426	\$7,229,531	\$7,177,334	- 15.0%
Southern WV Community and Technical College	\$9,228,731	\$8,453,274	\$8,321,687	\$7,875,767	\$7,831,942	- 15.1%
WV Northern Community College	\$7,893,643	\$7,230,369	\$7,125,451	\$6,792,032	\$6,737,527	- 14.6%
WVU at Parkersburg	\$10,916,188	\$9,998,941	\$9,858,752	\$9,397,434	\$9,349,000	- 14.4%
Total	\$64,478,549	\$59,555,772	\$58,613,856	\$55,811,702	\$55,971,153	- 13.2%

* Bridgemont Community and Technical College and Kanawha Valley Community and Technical College merged into a single institution – BridgeValley Community and Technical College – in 2014 (Fiscal Year 2015).

West Virginia Higher Education Policy Commission

- AND -

West Virginia Community and Technical College System

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